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ABSTRACT

Adults learning at a distance at Athabasca University (Alberta, Canada) make use of telephone tutors. Concerned over the lack of time and/or effort spent in training tutors, and recognizing that tutors had emerged as an important component of distance delivery at the university, a joint effort went into the development of a training manual that would provide tutors with all the possible tools they would require to do an effective job. The manual provides the trainee with (1) an introduction that explains the interpersonal communication skills learning/problem-solving model, (2) an outline of an overview of the workshop for the trainees, (3) a trainer's guide for the actual running of the workshop, (5) handouts for the trainees, and (6) pre- and postevaluation instruments. The workshop develops as a series of skills in a spiral direction. As each skill is learned, it is practiced in isolation, then in combination with other skills, and, finally, applied to an actual situation. The seven tutoring skills taught involve two domains of skills: communicating an understanding of the student's perspective and communicating the tutor's perspective. Each skill is presented with a statement of the goal for using it, a definition of it, examples, and a statement of its context in the problem-solving model. (HOD)

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# Communication Skills Workshop for Tutors:

# The Manual

Victoria Williams

REDEAL Technical Report #7

October, 1980

Sponsored by

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## Abstract

The development of interpersonal skills for telephone tutors was of prime interest to the REDEAL project and Athabasca University. This report presents the materials developed to assist a workshop leader in presenting a workshop to tutors on interpersonal skills identified as important in distance education and adult learning.

## Preface

One of the major variables of interest in the REDEAL Project effort concerned tutoring in distance education. Several tutoring projects (Coldeway, 1980a; 1980b; Williams and Spencer, 1980) were initiated to investigate various aspects of tutoring and the relationship of tutoring to the motivation and management of the distance learner.

One set of variables of particular interest with respect to tutoring can be described as tutoring behavior. Tutoring behavior, obviously a complex array of multidimensional skills, has received considerable attention in the distance educational literature (see Baath and Wangdahl, 1976). It was of considerable interest to the REDEAL project team for several reasons. First, Athabasca University had not spent much time and/or effort training tutors to be effective telephone tutors. The possibility that such a lack of training, and the resulting lack of skills on the part of a very heterogenous population of tutors, could be detrimental to learners loomed as an important question. Second, the literature on adult learning pointed very clearly to the importance of specific skills necessary to assist adults in the learning process. Again, the possibility that a lack of these skills on the part of Athabasca University tutors could be causing problems for learners was viewed as an important question. Finally, the emergence of tutors as an important component of distance

delivery at Athabasca University pointed to the importance of giving these tutors all the possible tools they would require to do an effective job.

The information contained in this report represents the materials developed in a joint effort between Project REDEAL (under the direction of Victoria Williams), Regional and Tutorial Services (the eventual users of the materials), and Carkhuff Associates, Inc. (consultants assisting Ms. Williams in the design of the materials). These materials were used to train a sample of tutors. The results of this training are described in REDEAL Research Report #4 by Williams and Spencer, 1980.

# COMMUNICATION SKILLS WORKSHOP FOR TUTORS

DEVELOPED BY: VICTORIA WILLIAMS

ATHABASCA UNIVERSITY

WITH TECHNICAL ASSISTANCE FROM:

CARKHUFF ASSOCIATES, INC.

OVERVIEW TO TRAINER

# INTRODUCTION TO THE TRAINER*

Athabasca University's tutor skills training program is composed of the following parts: 1) an introduction to the trainer which explains the interpersonal communication skills learning/problem solving model, 2) an outline of an overview of the workshop to the trainees, 3) a trainer's guide (or script) for the actual running of the workshop, 4) transparencies for presentation of the information during the workshop, 5) handouts for the trainees and 6) pre- and post- evaluation instruments. The goal of the trainer's overview is to present the conceptual framework of the helping or tutoring model which is the substance of the training program.

The workshop develops as a series of skills in a spiral direction. As each skill is learned, it is practiced in isolation, then in combination with other skills, and, finally, applied to a live situation. As each skill is added, the previous skill(s) are incorporated for review so that when all the separate skills have been learned, they have also been fitted into the conceptual framework of a problem-solving model.

There are seven tutoring skills grouped into two major domains;
1) communicating an understanding of the student's perspective; and
2) communicating your own perspective.

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*If you have not done so already, please be sure to read the final Report on the Tutor Skills Training Project, REDEAL Research Report #4 Athabasca University, 1980.

.../2

The skills and sub skills are:

a) Communicating understanding of student's perspective

1. communicating interest
2. asking facilitative questions
   i) direct questions
   ii) open ended questions
3. reflecting content
   i) feelings
   ii) content

b) Communicating your perspective

1. genuineness
2. description
3. experience - disclosure
4. confrontation

All of these skills are useful and helpful when working with adults at a distance. They are most effectively used systematically in a problem-solving strategy that helps students assume more and more responsibility for their learning. Knowles (1975) suggests that adult learners should be self directed. They do not, however, come to us in that form. Most learning experiences (elementary, secondary, college, university, etc.) are teacher directed. That is, the instructor/teacher sets the curriculum, assignments and deadlines and one must comply. Learning at a distance at Athabasca University does not have set deadlines, and some of the courses are designed to be flexible both in the assignments and some of the content (optional practice exercises, optional readings, etc.). This abrupt "change in the rules" very often neutralizes the adult learner in a lost feeling. He or she must make adjustments in order to work under this new system. The tutor can facilitate this process through

.../3

the systematic employment of the above skills in the problem-solving strategy.

The problem-solving process has one major rule--in down to earth English--get input before you give feedback. Feedback is most useful if it is relevant to the student. It will be more likely to be used if it is perceived as relevant by the student. Matching perceptions (yours and the student's) is the goal of the interpersonal problem-solving process.

The problem-solving model we're using is a learning model developed by R.R. Carkhuff. It is composed of three phases: 1) exploration of the SITUATION (problem); 2) understanding the reasons or CAUSES of the situation; and 3) acting or establishing a DIRECTION in which to go in order to solve the problem. It looks like this:

FIGURE I

Exploring, understanding and acting is a cyclical process of learning or growing and is therefore applicable to solving problems and developing learning goals. The process is facilitated by a skilled helper (tutor) who knows what kinds of things to say to encourage the student in each of the phases. The "kinds of things to say" involve the two domains of skills: 1) communicating an understanding of the student's perspective (CU), and; 2) communicating your perspective (CP). CU always precedes CP just as exploring and understanding should precede acting. So the full model can be laid out in a matrix as follows:

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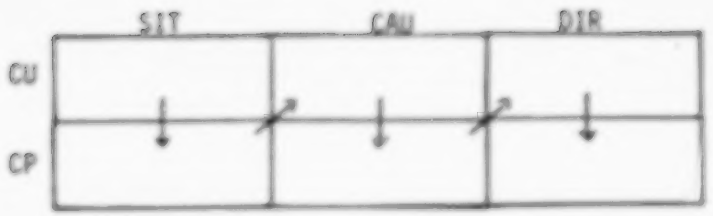
FIGURE II




CU = communicating an understanding of student's perspective

CP = communicating your perspective

SIT = exploration of situation

CAU = understanding reasons or causes

DIR = acting to establish a direction or resolution of the problem

To illustrate the process let's go through some typical telephone dialogues step by step and slowly fill in the problem-solving matrix with skill examples. We'll begin with the SITUTATION phase of the model defining each skill and giving an example of its use in this phase. Then the same procedure will be used for CAUSE and DIRECTION. The method of presentation of each skill will be to 1) state the goal(s) of using it, 2) define it, 3) give examples, and 4) place it in the context of the problem-solving model.

STEP I COMMUNICATING INTEREST

Goal To build a good relationship

Definition

This skill or step is actually a precondition of the problem-solving process and is part of establishing rapport with the student.

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It is, of course, dependent on the tutors' personal style and includes behaviours which verbally show that they are interested in the student as a person.

Examples

Example One: "How is your new acreage?" (Asking about non-course matters)

Example Two: "Hi John." (Using student's name)

Example Three: "Is this a good time to talk?" (Showing consideration)

Communicating interest is independent of the course and the formal instructional relationship. It is really just being polite and considerate.

Context

In terms of the problem-solving model, communicating interest can appear in any cell, (e.g. using student's name) but usually precedes entering into the problem-solving process.

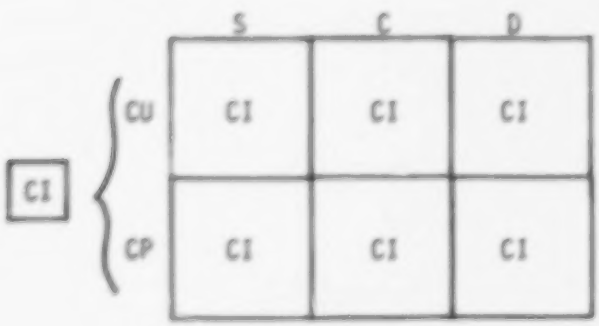


FIGURE III

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SITUATION

STEP II ASKING FACILITATIVE QUESTIONS

Goals

1. to elicit information
2. to guide learning--focus
   --redirect
3. to find out basic thinking processes
4. to give students an opportunity to talk
5. to check out students' knowledge of particulars

Definition

Facilitative questions are of two types: 1) direct, and 2) open-ended. Direct questions tend to ask for background information, definitions, etc., and frequently receive yes/no answers. They are designed to elicit specific information. The important difference between direct and open-ended questions is that direct questions come from your point of view and direct the content of the conversation. They lead to "teacher-directed" rather than "self-directed" activity on the part of the learner.

Open-ended questions, on the other hand, tend to ask the student to elaborate or engage in the problem-solving process and the answers are usually more lengthy involving the student in an exploration of his/her ideas or feelings on the matter.

Examples:

Direct

1. "How long have you been working on this?"
2. "When was the last time you took a course?"

.../7

3. "Are you having trouble with thinking of a topic?
   Or organizing your thoughts?"

Open-ended

1. "Tell me about what you've been working on."
2. "How do you feel about taking this course?"
3. "Can you tell me what parts are hard and what parts are easy?"

Notice in each case, the open-ended questions avoid suggesting.

Context

At each stage in the problem-solving sequence (SITUATION, CAUSE, DIRECTION) tutors should begin by getting input from the student. This will help them avoid making assumptions that may be incorrect. As you can see from the examples, even a direct question sometimes assumes (see especially example three) and at best wastes time by barking up the wrong tree and much worse, some students will go along because they are too unsure of themselves to correct the tutor.

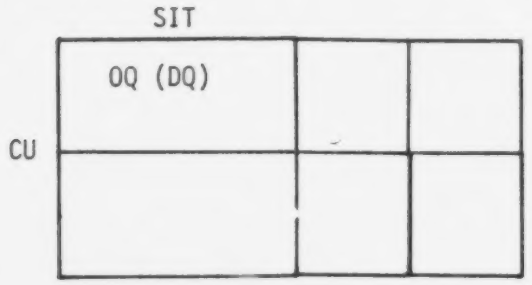


FIGURE IV

Of course, a direct question may be necessary for openers but the interchange will involve the student more fully if it is followed up with

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an open-ended question. E.g.

T. Where are you in the course material? (D.Q.)
S. Unit 3
T. How do you find the concept of Freud's oral and anal stages? (O.Q.)

A type of question that is <u>not</u> facilitative is a leading or rhetorical question. This is a question that presupposes an answer. That is, although phrased as a question, the intent is not to ask for information. Rather, the rhetorical or leading question seems to give advice ("Why don't you try doing it this way?") or tries to get the student to agree with you (It's been a long time since you've studied, right?") or ("Haven't you written essays before?"). Questions of this type really belong in the domain of communicating your perspective.

STEP III REFLECT THE STUDENT'S MESSAGE

<u>Goals</u>

1. to be interchangeable or equivalent with the student's message.
2. to check out your accurate understanding.
3. to communicate your accurate understanding.

<u>Definition</u>

Reflecting statements are of two types: 1) reflecting content, and, 2) reflecting feelings.

Reflections of content can be called paraphrases. They are simply a restating of what the student said using different words but retaining the meaning. Reflections of feeling go a step further. Here the statement identifies the feeling expressed (either overtly in words or covertly through tone of voice by the student.) Reflecting feelings usually involves drawing inferences, but not making assumptions. The two types of reflections can be combined.

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Examples

Content only

1. "You're saying you disagree with this interpretation of Goethe's Faust. Is that it?"
2. "By 'different' do you mean that it's hard to understand?"
3. "It sounds like you're pretty sure of your answers."

Feelings

1. "You sound discouraged."
2. "Is it that you're feeling overwhelmed right now?"
3. "You're really excited!"

Feeling and Content

1. S. "I was surprised at my grade. I thought I'd done better."

( *FEELING* | *CONTENT* )

T. "You feel disappointed because you didn't do as well as you thought?"

S. "I was going to take it, but I just got so nervous. I felt sick."

( *FEELING* | *CONTENT* )

T. "You felt panicky because of the exam."

Context

A reflecting statement is made to a student's comment. In the problem-solving model, tutors ask an OQ about the situation, the student explores the situation, then tutors reflect the student's

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expressed content or feelings or both.

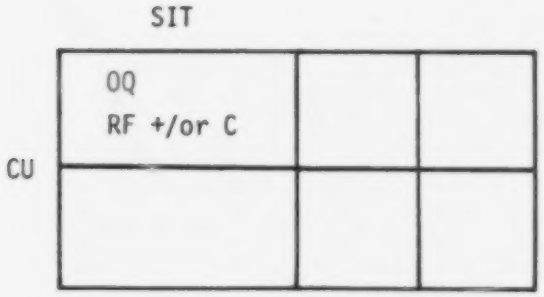


FIGURE V

The reflection serves two purposes. It is your way of checking to be sure you understood the student. (How many times have you given an explanation only to hear the other person say, "That's not what I meant"?) The other purpose is to demonstrate to the student that you understood him/her. It is far more potent and convincing to make a reflection than to say "I understand".

.../11

STEP IV RECYCLE STEPS TWO AND THREE

Goal--to be sure the situation has been adequately explored.

Definition

The situation can be many things--deciding on an essay topic, not having done any work, a misunderstanding of some aspect of the course material, quiz or exam answer, etc. Oftentimes, the student isn't fully aware of what the problem is or is initially unwilling to admit the real problem. Adult learners are prone to blaming themselves and their shortcomings for all kinds of problems that may actually lie in the course or with the system. Following is another situation. A student may have done no work for three weeks. Her description of the situation may only indicate that many things compete for her time and she is neglecting her studies. The real problem maybe that she is afraid she can't do a satisfactory job. Attending to only the time problem will never get the student working.

Example

T. "How's the course coming?" (OQ re: situation)

S. "Well, I haven't done much yet. My son is in hockey season now and my daughter's kindergarten class was planning a trip. The time just seems to disappear."

T. "So, setting aside time is a problem for you, is that it?" (RC)

S. "Yes, it's really hard to save a night for getting to the books."

.../12

T. "You sound a bit frustrated by it. (RF) Have you had a chance to look at the material at all?" (DQ re: situation [another aspect])

S. "Oh yes. I looked through everything when I got it."

T. "What did you think of it?" (OQ follow-up to previous DQ)

S. "Oh, it looks really interesting. (Pause) It's been a very long time since I've written anything, though."

T. "So, you're worried about writing the essay?" (RF + C)

S. "Yeah, I guess I am."

As you can see from the example, through reflecting the content and feelings of the student's statement and asking open-ended questions, the student was able to more clearly identify her problem. At this point TWO PROBLEMS HAVE BEEN IDENTIFIED. We still don't know why she's worried about writing or if she has a time management problem, or if there are other concerns still not out in the open. It is, however, enough to begin with.

Now look at this course content related example.

Example 2

T. "Are you having problems with any aspect of the course?" (OQ re: situation)

S. "No not really. Just as I said about the subjective and objective. But now I realize subjective is something that relates to the subject, eh?"

.../13

T. (Pause) "Could you expand on that, please? (OQ re: situation)

S. "Well, the historian writes in a subjective manner and an objective manner. And subjective is to the subject, is that it? (silence) I just can't get that through my head."

T. "This is confusing for you. (RF) (silence) Well, subjective means that the writer is biased to a certain degree. Objective is generally factual. That is it would be difficult to argue with it. It's not an opinion." (Explanation).

S. "Oh. Well then, are facts related to values or do we obtain our values from the facts in our society?" (Entering CAUSE)

This example illustrates that there was an underlying, confusion on a related matter that was interfering with the student's ability to understand subjectivity and objectivity. (This example comes from a tape of one of the tutors).

Context

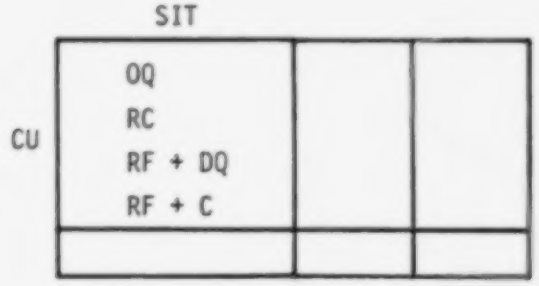


FIGURE VI

More than one question and reflection were used in order to explore the situation. This is the recycling process. Notice that the DQ was used by the tutor in Example One to focus the student in another vein that turned out to be productive, too. Had the tutor pursued the time

.../14

element, the two may have worked out a study schedule, but as we can see from further exploration, that was not the whole problem, and two weeks hence the conversation would likely be the same as this one.

## STEP V COMMUNICATING YOUR PERSPECTIVE

### Goals

1. to share your point of view in a non-threatening way
2. to be accurate
3. to be specific
4. to be timely (perceived as needed by the student)

### Definition

Communicating your perspective can be accomplished in many ways. We describe it here in terms of four skills: 1) genuineness, 2) description, 3) experience-disclosure, and 4) confrontation. Each of these skills can help you to make some of the more difficult communications (e.g. criticism) in constructive terms that render them more useable to the student. Unlike communicating understanding, there is no set of guidelines as to when to use which. You, the tutor, make the determination as to which kind of statement is most appropriate. These four skills have been delineated to outline the different ways you can communicate with a student, thus giving you choices and flexibility.

### Examples

A. *Genuineness* is the expressing of your feelings about the student and/or his/her work. It includes praise.

e.g. 1. "I'm very pleased with the amount of effort you've put into your paper."

.../15

e.g. 2. "Very good!"

e.g. 3. "Well done!"

B. *Experience-disclosure* is the sharing of your personal experience or the experience of other students or tutors you know of.

e.g. 1. "Failing to stick to an outline is a common error in essay writing."

e.g. 2. "I have found with other students that those who study French a little each day do remember more."

e.g. 3. "When I study, I usually put a pencil check mark next to points I think are important. Then after reading, I go back and take notes on those points. It seems to help me read and keep the gist of what I'm reading."

C. *Description* is objectively stating what you have seen or heard. It includes such activities as explaining course content and giving specific feedback. Description is most constructive when it is accurate, specific, and tied to the student's particular situation.

e.g. 1. "Specifically, there was some problem with the organization of your essay. I noticed that you wrote about the main character, then about the plot, then more about the main character again." (Specific weakness in essay).

e.g. 2. "I'm glad you've got a study plan. Your plan is missing some necessary detail, though. You should have the dates of approximately when you are to complete each unit and a specified time as to when you will study." (Identifying specific improvements).

.../16

e.g. 3. "You're right about a writer being objective when he or she is unbiased in reporting the facts. He or she is subjective when his/her personal opinion begins to enter the report." (Explanation).

D. *Confrontation* is identifying discrepancies. This is a difficult thing to do for may people because it is tainted with the idea that you are facing the other person with his/her weaknesses. However, confrontation can be a very constructive tool if handled properly. Proper handling means including strengths as well as weaknesses thereby pointing out the discrepancy. You are then facing the person with a facet of themselves they are unaware of and/or unwilling to acknowledge.

e.g. 1. "On the one hand you do excellent work when you are "in the mood", but on the other hand, that mood is not with you often enough for you to complete the course on time." (Pointing out discrepancy).

e.g. 2. "I know that you were not pleased with the organization of your essay, but on the other hand, you did an excellent job of analyzing the main character." (confronting with strength).

e.g. 3. "You're saying you have no trouble with verb conjugation, but I think many of your errors reflect a weakness in your knowledge there." (confronting with weakness).

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The key to making constructive confrontations is to be sure they are timely (perceived as needed by the student and close in time to the situation) and presented in a non-threatening way following a base of reflections.

Context

In the context of the problem-solving model, under situation, it may or may not be appropriate to share your perspective. We all tend to jump in too quickly with advice or sharing our experience. Sometimes this actually hinders the progress of solving the problem.

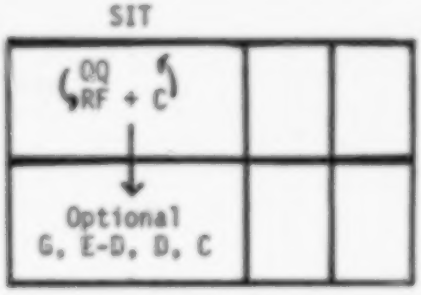


FIGURE VII

Using Example 1 in Step IV, if you go with the time problem, an experience-disclosure statement would be appropriate such as "I've found that students who have a formal study schedule seem to stay on the pace better than students who don't." It would be less appropriate to communicate your perspective to the "fear of writing" problem at the situation stage.

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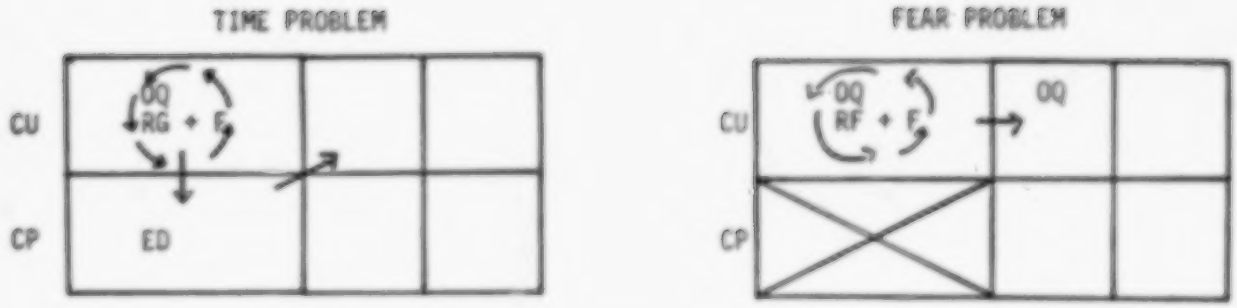


FIGURE VIII

All the following steps are really a recycling of Phase I SITUATION. The same skills are employed in the same sequence. Only the content of what is said changes as the problem-solving process moves forward toward resolution.

STEPS VI - IX CAUSE

Steps six through nine are a repeat of steps two through five but in relation to the cause. All the skills of communicating an understanding (e.g. DQ, OQ, RC) operate exactly the same way, but they focus on understanding the reasons and causes.

STEP VI DQ-OQ RE: CAUSE

Goals

1. to elicit information
2. to guide learning -- focus
   -- redirect
3. to find out basic thinking processes
4. to give students an opportunity to talk
5. to check out student's knowledge of particulars
6. to focus the student on a discussion of why the situation is a problem (or a pleasure)
7. to help the student understand the reasons or causes of the situation

.../19.

Definition

As we saw in the discussion of asking open-ended questions about the situation, there were several formats or structures to use to get the student started exploring. "Can you tell me _____?" "Tell me _____." "How do you feel about _____?" These questions say "What's going on for you?" This is the first and basic input step to begin to understand the student's perspective. Once the situation is out in the open the next phase of problem-solving involves examining the reasons or causes for the situation. That is, the "WHY". Accordingly, "why" is an operative word in open-ended questions about CAUSE.

During the CAUSE phase of problem-solving, the open-ended question becomes very important. It is more facilitative than the direct question in helping the student clarify the problem and come to an understanding of the reasons or causes for the problem.

Examples

e.g. 1. "Can you tell me why you feel this way?"

e.g. 2. "What is it about the summation process that confuses you?"

e.g. 3. "Why do you think Faust was evil?"

e.g. 4. S. "I had real trouble organizing my thoughts for writing this essay." (Student discussion of situation).

T. "Can you tell me why you presented it the way you did?" (OQ :re CAUSE).

e.g. 5. S. "I just don't understand the math problem. How do you do it?"

T. "You're really frustrated, I can see. Would you explain how you worked it?" (RF + OQ)

e.g. 6. S. "I don't believe you can use this theory in real life.

.../ 20.

It seems like a lot of hooey to me."

T. "In what way?"

Context

This is, again, an input stage in the problem-solving sequence. Consequently, it is very important not to interject your interpretation of the reasons for the student's problem. This is the most personal stage. We have all had a different set of life experiences and so the cause or reasons for our experiencing difficulty or ease with something are unique. It is a sign of respect for the learner to allow and encourage him/her to understand and articulate his/her personal reasons for the situation he/she is in. Exploring the reasons facilitates a true understanding of the problem.

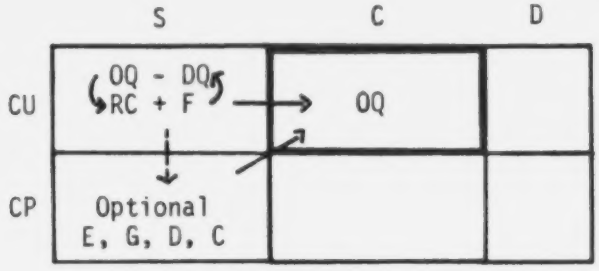


FIGURE IX

Here again, particular care must be taken to avoid a leading/ rhetorical question. This type of question always expresses your view and very often closes the exploration process.

Remember, many of the students who enroll at A.U. have not had a history of successful learning experiences. Likewise, they are often reluctant to "argue" with the tutor who represents an educational authority. Therefore, it is important to encourage their voluntary participation by guarding against expressing your opinions too freely.

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STEP VII REFLECTING THE STUDENT'S MESSAGE

Goals

1. to be interchangeable with the student's message
2. to check out your understanding of the student
3. to communicate your understanding

Definition

Reflecting statements are not any different in the CAUSE phase than the SITUATION phase. They can still be made to either the feelings or the content. They are the key skill to establishing mutual understanding and trust. Reflecting in the CAUSE phase should enable learners to gain insight into their own thinking processes.

Examples

Reflecting feelings and content

T. "Why did you choose DANS in this sentence?" (OQ)
S. "Oh, gee, (pause) doesn't it mean 'of'?"
T. "No. You seem a little confused by dans, du, and de." (RF + C).

Content only

S. "Because Mephistofeles has rules too, I think Faust is attempting to take hold of a legal loophole. So, at no point did he really intend to sell his soul to the devil. He planned for salvation. That is, he did not bargain in good faith."

T. "Hmmm. That's very interesting. I've never thought of that angle. (Gen. + ED). So you think Faust is a real schemer and is planning to pull a fast one on Mephistofeles?" (RC).

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Context

Notice especially in Example 2 that the tutor could have objected to the student's interpretation because it is not orthodox and proceeded to explain the commonly accepted interpretation, i.e. that Faust did plan to sell his soul. Instead, the tutor is allowing the student to explore this line of thinking. She only communicates her perspective as "interesting" and then reflects on the student's comment.

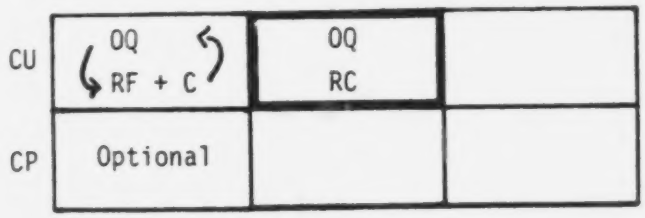


FIGURE X

STEP VIII RECYCLE STEPS SIX AND SEVEN

Goal

To be sure the reasons and/or causes have been thoroughly explored and a full understanding has been achieved.

Definition

Coming to a full understanding is crucial to the learning process. It is in this phase of the problem solving model that the student engages in higher order thinking strategies if the problem is content related. Interpretation, translation, application, analysis, synthesis, evaluation--all these cognitive processes are used to understand reasons and causes. If the problem is personal (study time, test anxiety) the CAUSE phase is where the student can come to understand what is holding him/her back. This understanding is a must if the direction or remedial strategy is to be effectively utilized.

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Examples

We will pick up the examples from Step 3 RECYCLE SITUATION and illustrate the understanding CAUSE phase.

Example 1. Personal problem (non-content related). Background--tutor and student are discussing student's progress. A time management problem and a performance anxiety problem have been identified during the discussion of the situation. The tutor has chosen to deal first with the performance anxiety problem.

T. "Can you tell me what bothers you about writing the essay?" (OQ re: cause)

S. "Oh, I don't know. It's just that it's been a long time since I've had to write anything but a grocery list or a letter."

T. "So, you feel you'll be pretty rusty?" (RF stated tentatively)

S. "Yeah, that's right. I never got very good marks in high school English anyway."

T. "It sounds like you're not too sure how good your writing skills were and now you're even out of practice." (RC + F).

S. "Yes, that's it."

T. "I can see where this would worry you. (RF).

Example 2. Course content related. Background--student is confused over the meaning of subjectivity and objectivity and how facts and values are related.

T. "You're asking whether facts influence values or values

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influence the way we see the world and thus influence facts? (RC) How do you see it?" (OQ cause).

S. "It seems to me it could be both ways. You can either obtain values from the facts in our society or you can obtain facts from what we value."

T. "Can you give me an example of facts being determined by values?" (OQ)

S. "Well, that would be when (pause) let's see (pause). Well, if you hold a value then you would only accept or believe facts that seem to support it."

T. "Very good. Now can you give me an example of facts influencing our values?" (Gen. and OQ)

S. "That's the part that confuses me. Is it that the facts occur over and over and then we come to value them?

T. "That's sort of it. (Gen.) The crux of it is observing the occurrance of facts in a time frame. Say, someone collects statistics on the number of broken marriages in the last ten years. They then say "this is a terrible thing, therefore we ought to do something about it." So that's a case of values coming from facts. Does that make sense to you?" (Description and DQ)

Context

In the personal example, the recycling process lead the student to deeper levels of understanding her problem through identifying her deficits (i.e. history of failure). In the course content example, the recycling was used to check the student's understanding. That is, instead of the tutor giving the illustration, he asked the student to do so, so that she demonstrated her understanding of the subject. As we saw, her

understanding was limited in some areas and so the tutor clarified.

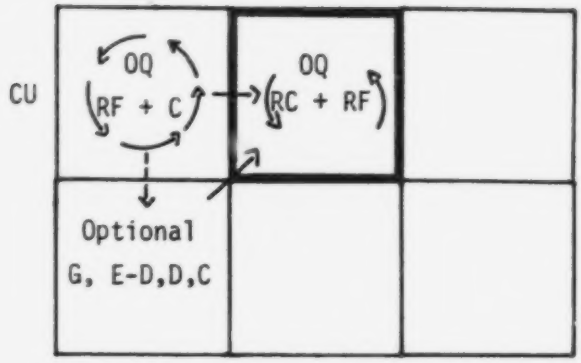


FIGURE XII

Both examples end with the tutor moving into communicating perspective. We will take those skills up at length now.

STEP IX COMMUNICATING YOUR PERSPECTIVE

Goals

1. to share your perspective in a non-threatening way.
2. to be accurate.
3. to be specific.
4. to be timely (perceived as needed by the student).

Definition

Under SITUATION, the skills of genuineness, experience-disclosure, description and confrontation were given only cursory coverage. They come into far more prominence now in the CAUSE phase. The reason is this: you should always get input before you give feedback. This is the cardinal rule of successful helping. In order for your perspective (feedback) to be accurate and specific it must be based on a thorough understanding of the student's problem. In order for your perspective to timely and non-threatening the student must believe that you have a thorough understanding of his/her problem. That is, you must have communicated your

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understanding via the reflecting skills. Once this has taken place throughout the exploration of the SITUATION and the understanding of reasons/CAUSES, you are in a good position to make your input to the student (give feedback, share your perspective).

There are certain benefits to be derived from communicating your perspective:

1. the student becomes aware of your viewpoint.
2. the student can obtain needed information.
3. you can focus the student on important issues.
4. the student can check out his/her understanding of your model.
5. the student may be stimulated to explore and resolve discrepancies.

To achieve these benefits, the skills must be employed effectively.

A. *Genuineness*, the expression of your feelings about the student or his/her work, is an effective tool for achieving Benefit One. Although suspicious of undeserved praise, students still like to receive credit for their efforts. Especially in cases where they lack confidence in their ability to learn and perform well, your opinion as an academic authority is meaningful to them.

Examples

e.g. 1. Background: Student analyzing values-facts relationship.

S."Facts from values would be when you hold a certain value and only accept facts that support it."

T."Very good explanation."

e.g. 2. S."I'm really worried about my progress. Do you think I'm going to run into problems finishing in time?"

T."No, I think you're doing quite well in terms of time. You still have two months left and at the rate you've been going you should be ready for the exam in about one month." (Gen. + Descr.)

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e.g. 3. S."Hope you don't mind my pointing out these errors."

T."Not at all. In fact since you're ahead of all my other students your pointing these out really helps me with the others. (Gen. + E-D)

B. *Experience-disclosure*, sharing your personal experience or your experience with others, can also be effective in achieving Benefit One. Sharing <u>can</u> (if not overused) make you a more real person to students and thus personalize your relationship with them.

e.g. 1. S."I think Faust was not bargaining in good faith."

T."Hmmmm. That's very interesting. I've never thought of that angle." (Gen. + Exp.-disclosure).

C. *Description*, the objective statement of what you have seen or heard in the student's work, is the basic feedback mechanism. This skill is your tool for pointing out to students their strengths and/or weaknesses. The more objective and specific your description is the more opportunity the student will have for learning. Skilled *description* is personalized to the student, that is it is more than just an explanation of the content or a mini lecture. Although both the aforementioned procedures may be used, <u>linking</u> the content to the individual student's pattern of understanding is the key. This personalization process adds meaning to the student's understanding and thus can serve to motivate.

*Description* is most successfully used in combination with reflecting content. The reflection of content communicates your understanding of the student's position and is therefore a good jumping-off place for introducing descriptive feedback which identifies strengths and deficits. For example, a student may say, "I don't understand _____." Well, _____ may have four aspects.

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Which one does the student not understand? Number one? Number two? Numbers two and three? All four? Your explanation will be far more constructive if you determine how much information he/she needs before you begin the explanation.

Examples

e.g. 1. S."I don't understand the scientific method of amortization. I just can't get it through my head."

T."Tell me which part is confusing you." (OQ--re: cause)

S."It's the interest factor, I can't quite figure out."

T."So you feel comfortable with the amortization process in general, but this particular method of calculating the interest is the part you don't understand. Is that it?" (RF + C + D).

e.g. 2. S."I guess I did pretty well on the exam, but I thought I should have gotten 100%.

T."You're disappointed in your grade. Can you tell me more?"

S."Well, I don't see why I got question #43 wrong."

T."Let's take a look at it (pause). I see your error. The question called for you to write a paraphrase and indicate its tentativeness with a verifying question. You did write a good paraphrase, but you didn't tack on the verifying question--'is that it?'" (detailed description of strength and deficit).

As you can see in the above examples, *description* may include a teaching explanation (e.g. 2) or not (e.g. 1). What it must contain is a specification of the strong and weak points of the student's performance or understanding.

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The importance of using descriptive feedback cannot be stressed enough. Students must know what they did right as well as wrong. Leaving out what they did right has a discouraging, even demoralizing, effect on them. Leaving out their deficits avoids the learning-growing opportunity.

One of the most frequent occurrences in education is this lack of descriptive feedback. Place yourself in the student's situation and imagine that you are barely grasping the subject matter at hand. Now there is a specific aspect you don't understand; for example: developing open-ended questions. You write what you think is an open-ended question and you receive feedback that it is not. It is a direct question. Now what do you do. You thought it was open, but it was direct. All you know is that you don't know. You need specific feedback to correct your misunderstanding. Vague generalizations won't help. You may have to go all the way to an analysis of the grammatical structure of each type of question to really understand the difference. The tutor must be able to articulate the specifics in order to help you learn it. "An OQ is _____, _____, and _____. A DQ is _____, _____. You have done _____ and you didn't do _____. This _____ piece was left out."

D. *Confrontation,* the identification of discrepancies in the student's performance, is a useful skill to know when the student appears blocked in his/her ability to progress. Students often feel they have lower ability than they actually do (i.e. they lack confidence) and they make statements such as, "Oh, I'll never get that right." or "I'm sure my essay is lousy." These self-deprecating statements detract from their ability to focus their energies on learning or performing. The common response to this type of statement is a placating one, such as, "I'm sure you'll do fine." or "Don't worry, just start it and it will come." The disadvantage to this way of handling the situation is that it doesn't end it. The scenario will recurr over and over. Confrontation is a more effective way of handling this type of problem. (Provided, of

.../30

course, that adequate time was spent in CU, especially reflecting feelings). The above example is one in which confronting with strengths will be called for.

Another type of *confrontation* is confronting with weakness. Situations calling for this type are the "excuses" students have for not doing the work, "I'll get that exercise in the mail to you tomorrow." and "I'm really busy this month, but I'm sure I'll have time to work a lot after the 25th." We, as tutors, feel very awkward arguing with this perspective of the student's. Again, *confrontation* after adequate exploration of CAUSES is an appropriate skill to use.

Confrontations do occur naturally when students don't do as well as they expected they would on marked assignments. The "I thought I did better than that" situation requires the use of skillfully identifying the discrepancy between the student's opinion of his/her work and the actual work. In this situation, *confrontation* should follow *description* which, of course, follows CU.

*Confrontation* statements have formats that are helpful when first learning how to make them. "You're saying (student's perspective) but I think (tutor's perspective)" or "On the one hand you're saying (student's verbal message). On the other hand you seem to be doing (student's performance or non-verbal message)" or "On the one hand you say you want (student's stated goal) and on the other hand you do (student's current situation)".

Examples

e.g.1. S. "I know my essay was terrible. It was really disorganized."

T. "I know you're unhappy with the organization, but

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you did an excellent job of analyzing the main character." (confronting with strength).

The student's low opinion of her writing ability makes her overlook her good points in a generalized description of 'terrible'.

e.g.2. S. "January is a very busy month for us. My son and my husband play hockey and I'm taking a weaving course for three weeks. So, I'll really get on the course in February."

T. "On the one hand you say you want to complete the course, but on the other hand you won't have worked on it for two months." (Confrontation of discrepancy between goal and behaviour).

Here the confronting serves to remind the student of her stated goal and the discrepancy between that and her behaviour. After the *confrontation*, a further recycling of CU will have to take place.

e.g.3. T."Well, your second essay is a great improvement over the first one." (feedback which becomes confrontation).

S."Really!?" I thought the first one was much better. It was much easier to write. The 2nd play was so boring."

T."You're surprised by my comment. (RF) Can you tell me why you thought the first one was better?" (OQ re: cause).

S."Well, I put so much more into the first essay. It was a much broader topic. I thought I could have gone on forever. The topic was so involved, I thought I needed much more room to cover it."

.../31

T. "You feel it was more involved and it required more space than you were allowed in the essay?" (RC)

S. "I guess so. I suppose I could have cut some out, but I thought I had to say everything I said."

T. "You seem to be saying you felt you had more to say in your first essay. In contrast, I found the arguments in your second essay to be very straightforward, logical and organized." (Confronting discrepancy between student's opinion of her work and the real thing).

The key to making *confrontations* is to be sure they are timely (i.e. perceived as needed by the student) and presented in a non-threatening manner.

Context

In the context of the problem-solving process, you are communicating your perspective about the reasons or (CAUSES) of the situation.

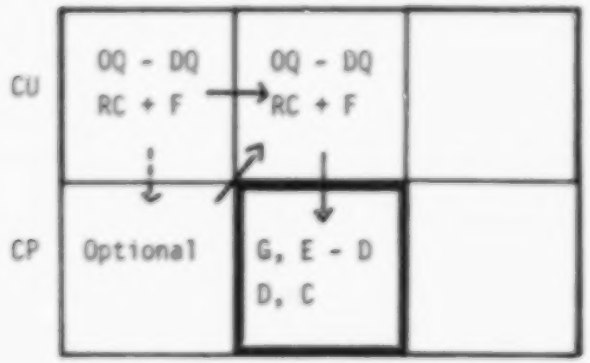


FIGURE XIII

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It is quite appropriate to be communicating your perspective at this point because you have established a good base of understanding the student's point of view. Once you have communicated your perspective, the process recycles again, but this time toward finding a solution or DIRECTION to take.

DIRECTION

The final phase in solving a problem is determining what action to take to change the situation for the better (or maintain the situation if it was already good). This phase is absolutely dependent on the success of the first two phases. Without thorough identification and clarification of the problem and its causes, the action phase will be hit or miss in terms of relevance. DIRECTION, again, starts out by getting and understanding the student's perspective first. *You must always get input before you give advice or feedback.* In the DIRECTION phase, your perspective (CP) may include advice so it is of utmost importance to get the student's view first. This is also critical to teaching the students how to solve their own problems. One of the goals of adult education is creating self-directed learners. To accomplish this, the students must have practice in analyzing and solving their own learning problems. One step toward moving from teacher-directed to self-directed is in helping the students outline their own DIRECTION. Thus the DIRECTION phase begins with asking facilitative questions.

STEP X ASKING FACILITATIVE QUESTIONS RE: DIRECTION

Goals

1. to elicit information.
2. to guide learning - focus
   - redirect
3. to find out basic thinking processes.
4. to give students an opportunity to express themselves.
5. to check out students' knowledge of particulars.
6. to focus the student on a discussion of "what to do".
7. to help the student outline a course of action.

.../33

Definition

The open-ended question about the DIRECTION is where you find out how much planning skill the student has or has used in this situation. It is very important to check this out before you give your perspective for 2 reasons: 1) Because we want to develop self-directed learners, we want to, at every stage, encourage them to do their own thinking. Consequently, we ask them to by asking "what do you plan to do to resolve this?" 2) Your perspective on the DIRECTION may be "advice". Advice is always risky to give. It encourages dependency in some people and insults others. If your advice is sound, you will want it to 1) match the students' needs and 2) be followed. To accomplish these two goals, advice-giving (your perspective) should follow communicating an understanding of the student's perspective so you should begin with an open question about the student's plans.

Examples

1. What alternatives do you see?
2. What is your study plan?
3. How will you explain your theory that Faust didn't bargain in good faith?
4. S. "I was really mixed up on problem 6. But I think I understand now."

   T. "Would you tell me how you'll approach it next time?"

Context

Open questions about the DIRECTION is an input stage again. This type of question is used to guide the student through the problem-solving sequence. In SITUATION and CAUSE the OQ was used to help students explore and understand the situation or problem. Now, the OQ is used to encourage them to find a solution.

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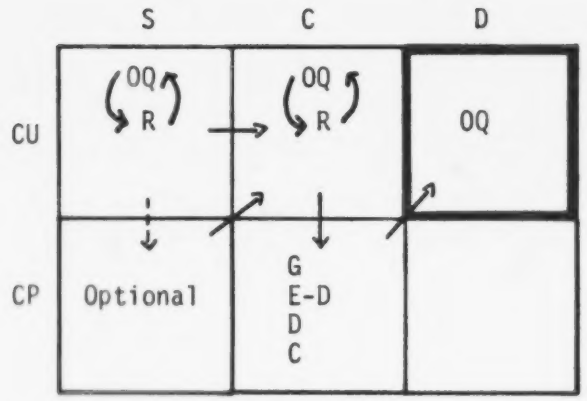


FIGURE XIV

Caution is needed here again to avoid the leading/rhetorical question such as "Why don't you study every Thursday night?" This type of question is your advice which should not be introduced until the student has had an opportunity to formulate his/her own plan. It may be that she/he doesn't have a plan and can't figure one out, but the opportunity should still have been presented.

STEP IX REFLECTING THE STUDENTS' MESSAGE

Goals

1. to be interchangeable with the student message (including content and feelings if appropriate).
2. to check out your understanding of the student.
3. to communicate your understanding

Definition

Reflecting statements are the same for DIRECTION as they were for SITUATION and CAUSE. Reflecting in the DIRECTION phase will help greatly in the decision making process. For example, more than one alternative direction may be available to solve the problem. The student must examine each one and decide which is best for him/her. Reflecting his/her feelings and content will help this process.

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Examples

Feelings and Content

1. T. "How will you organize your essay?"

   S. "I think it would be best to write to each of the 3 points in the essay question in the order they're presented."

   T. "So you feel pretty comfortable with the knowledge, pride and sin structure, is that right?"

2. S. "I don't know whether to take a suspension or not."

   T. "You can see advantages and disadvantages to both? Can you tell me more?" (Reflect content and OQ).

Context

In Example 2, the tutor could easily have given his/her perspective by saying "Well, there's no penalty for taking a suspension and you can start work again anytime", etc. A statement like this would have had the effect of trying to encourage the student to take the suspension. This may not be the right choice. Instead the tutor in this example added some clarification (advantages and disadvantages) and followed it up with an open question aimed at finding out more of the student's thinking on the issue. (Going back to CAUSE.)

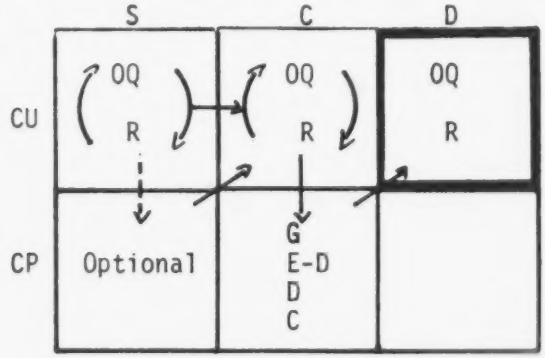


FIGURE XV

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STEP XII RECYCLE STEPS 10 - 11

Goals

1. to be sure all alternatives have been addressed.
2. to allow the student to plan his/her own course of action.

Definition

During the DIRECTION phase, the student and tutor mutually decide on a solution alternative. This may be very short (S. - "I think I'll do___") or quite long involving the posing and analyzing of several alternatives before a final choice is made.

Examples

Again we return to the dialogue of the CAUSE Recycle phase, Step VIII, pages 23 and 24.

e.g. 1. Personal problem about performance anxiety. The student has explored CAUSES and said she always did poorly in school and feels she has little skill.

S. "It kind of scares me to think about trying to write something again... you know, then you'll read it and it'll be awful."

T. "You might feel really stupid and you don't want that. Is that it? (R.F. & C). Perhaps we could plan a bit on the phone. Can you think of a way to start the essay?" (OQ re: direction).

S. "Well, I was sort of thinking about writing about how the Bible's theory of Man's beginning can fit with the evolution theory, but I'm not sure how to put it together."

T. "So you want to integrate the two ideas, not present them one at a time? Tell me more about how you'll begin." (RC + OQ re: DIRECTION).

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S. "Yeah - I had these great ideas that I could present evolution with a kind of undertone of Bible narration. I can see it in my mind's eye but I'm not sure I can write it."

T. "You seem really excited about that. I am too. You have a very creative idea. Would you like to outline it with me?" (RF + C, Genuineness, and OQ re: DIRECTION).

In this example, the student's anxiety is readily apparent. In each interchange, she backs off and resists committing herself to what specifically she'll do. Each time the tutor reflects the feelings and/or content and nudges the student back to specifics with the open questions. Finally, the tutor nails the student down with a direct question. With this student, the tutor will very likely have to give more direction on this first essay attempt (i.e. communicate her perspective). On a future attempt, the tutor may be able to get the student to take more responsibility.

Context

In the problem-solving model we are in cell five. The example shows a tutor diligently making sure of the student's plan before assuming the initiative and moving into cell 6. It is fairly apparent now that this student has a vague idea but does not have (or is unwilling to disclose) more specifics.

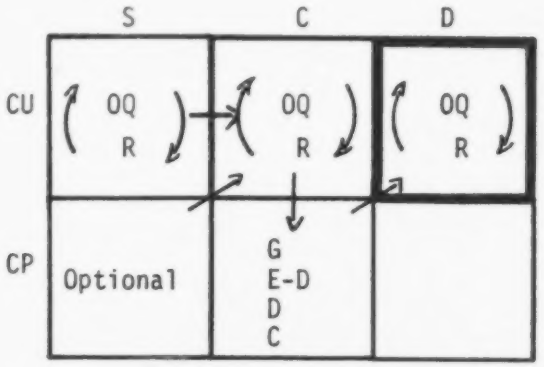


FIGURE XVI

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STEP XIII COMMUNICATING YOUR PERSPECTIVES

Goals

1. to share your perspective in a non-threatening way.
2. to be accurate.
3. to be specific.
4. to be timely (perceived as needed by the student)

Definition

*Genuineness* and *experience-disclosure* need no further explanation for DIRECTION. A review of the discussion of these two skills under CAUSE should suffice. *Description* or descriptive feedback also operates the same way as it did in SITUATION or CAUSE but its importance should be stressed. *Confrontation* may come into more prominence under DIRECTION than in any other phase of the problem-solving model. It is the discrepancy between what students say they will do and what they actually do that leads to a confrontation situation for the tutor. This is the point where *confrontation* can be very effectively employed to help a student over a hurdle.

Examples

1. Description

   T. "Your essay idea is very creative. Your idea of the underlying narrative sounds quite effective. I'm not clear on how you will develop it, though. It sounds almost as if you'd need multi-media."

2. Confrontation

   S. "No, I don't have an outline right now but I'll whip it out tonight."

   T. "On the one hand you say you'll whip it out but you've been struggling to write it for 3 weeks now."

.../40

Again the key to making constructive confrontations is to be sure they are timely (i.e. perceived as needed by the student) and presented in a non-threatening way.

Context

You are now communicating your perspective about what the stude ought to do about his/her situation or problem. This may take the of praising his/her plan (*genuineness*), encouraging him/her through sharing your experiences (*experience-disclosure*), giving him/her descriptive feedback on strengths and weaknesses of his/her plan (*description*), or pointing out the discrepancy between what he/she says and does (*confronta*).

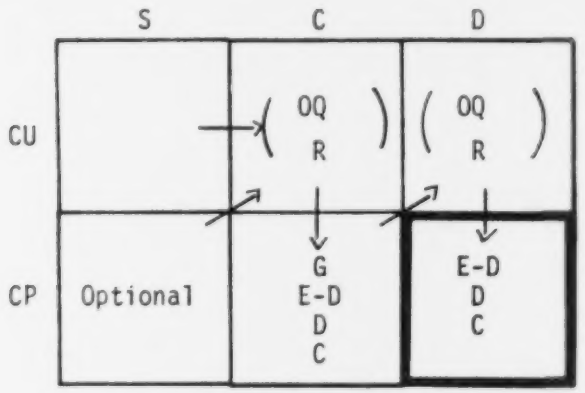


FIGURE XVII

Again it is the tutor's choice as to which of these skills is most appropriate in the moment.

SUMMARY

Solving problems is a continuous process. Usually a solution is tentative and must undergo a trial and possible modifications. Consequently, the model just described is cyclical. At the end of DIRECTION, the student and tutor return to SITUATION and start anew.

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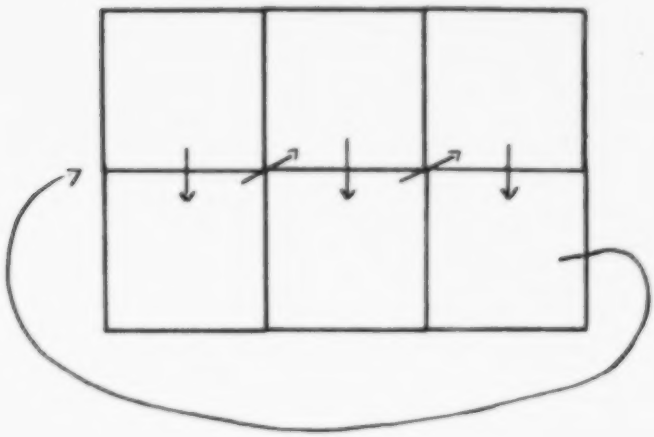

Problem-solving is learning and learning is a never ending process. It is important to communicate to the trainees that having found a solution doesn't necessarily end the process. At a minimum, a review of the success of the problem-solving should take place to: 1) reinforce the specific learning and, 2) help teach the process to the student.

The foregoing is the first attempt at explicating Carkhuff's learning model as an application to tutoring adult learners over the phone. It is assumed that through successive training sessions and tape monitoring that the model can be filled out more completely.

At this point, only the interpersonal dimension has been addressed. A great deal of communicating your perspective is composed of teaching skills. It is hoped that tutor training will be expanded to address these vital skills.

VW/cf
August 25th, 1980

CURRICULUM

## WORKSHOP AGENDA

*Day 1*

| | |
|---|---|
| *9:00 a.m.* | *Workshop Introduction* |
| *10:00 a.m.* | *Communicating an Understanding of the Student's Perspective: Large Group Presentation and Practice* |
| *12:00 a.m.* | *LUNCH* |
| *1:30 p.m.* | *Communicating an Understanding of the Student's Perspective: Large Group (Continued) and Small Group Practice* |
| *4:00 p.m.* | *Summary* |

*Day 2*

| | |
|---|---|
| *9:00 a.m.* | *Communicating Your Perspective to the Student: Large Group Presentation and Practice* |
| *10:00 a.m.* | *Practical Application of the Communication Skills in Tutoring Situations: Small Group Practice* |
| *12:00 a.m.* | *LUNCH* |
| *1:30 p.m.* | *Practical Applications of the Communication Skills in Tutoring Situations: Audiotape Practice and Review* |
| *3:30 p.m.* | *Workshop Summary* |

# WORKSHOP INTRODUCTION

I. Leaders introduce themselves.

II. Participants introduce themselves giving name and tutoring responsibilities.

a) Participants discuss their communication skill needs and workshop expectations.

b) Workshop leader uses skill of reflecting and summarizes their discussion.

III. Collect any pre-training data necessary for research purposes.

IV. Workshop overview--allow about 45 minutes to 1 hour to explain the learning/problem-solving model.

A) Establish need

1) Tutors - perspective

a) unmotivated students
b) non-talkers
c) talker +/socializer

(opportunity for trainer to get input from trainees).

2) Students' perspective

a) adult learners

i) reason for course enrollment
ii) previous learning experience
iii) unique characteristics

b) distance education

i) isolation
ii) lack of structure (time)

.../2

B. Present introduction to workshop

1) Agenda - introduce it and have it on newsprint for the day.

2) Design of learning (spiral)

3) Main skills communicating understanding and communicating perspective.

C. Present overview

1) Derive from trainer overview - 45 mins.

2) Hand out and review 1) the ingredients of tutoring (H1) and 2) communications skills tutoring model (H2). The leader explains the focus of the workshop as interpersonal and shows how the skills and goals fit into the model. (This is a summary of the overview in 1 above.)

3)* The leader gives the participants the set to listen to the overview dialogue and try to identify examples of the skill domains (communicating understanding about the student's perspective, and communicating your perspective).

4) The leader reviews the overview dialogue and has the participants give overall impressions of the interaction and point out what the tutor is specifically doing. The leader adds any additional examples to ensure that participants understand the Communication Skills Model.

5) The leader hands out H3 and describes the stages participants will follow to incorporate the communication skills into their repertoires.

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*There are several ways of presenting the dialogue. You may choose to record the dialogue and play it for the class or simply pass out a typed copy for them to analyse. Another variation would be for trainees or trainers to role play the tutor and student while the others read along.

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OVERVIEW DIALOGUE

(Trainers copy with skill behaviours identified)

Tutor: "Hello Marlene, this is Karen Berens, your tutor."

Student: "Oh, hi! How are you?"

Tutor: "I'm fine. Is this a good time for you to talk?" (Communicating interest)

Student: "Yes, sure."

Tutor: "Good. How are you doing with your studies?" (open question about the situation).

Student: "I haven't done too much. We had a lot of company. My husband's parents were visiting from England."

Tutor: "Sounds like things might have been pretty busy." (response to the cause of the situation).

Student: "Yes, they certainly have been."

Tutor: "So it's been hard for you to get to the material while your husband's parents were here. Can you tell me about what your plans are for getting back to the materials?" (response to cause plus open question about direction).

Student: "Well, I haven't really thought about it specifically, but I'm sure I'll get it done."

Tutor: "You're still a little vague, then, about your plans? Marlene, I think it's important to clarify what they are, because the students who have plans are more likely to get the course done." (reflection of direction plus disclosing experience).

Student: "I can certainly see that. I will have a lot of time this week. I can probably do a few hours Thursday and also work Saturday afternoon."

Tutor: "That's good. You can see your time schedule for this week. Where do you think that will leave you with the material? (genuineness, reflection to direction plus open question

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about details of direction).

Student: "Well, I should be through the next couple of units."

Tutor: "That sounds good. In general it takes about 10 to 15 more hours from where you are to be ready for the exam. Can you look ahead and give me an idea about when you might want to take it?" (praise, description of facts and question about direction).

PAUSE

Student: "Well, I should be ready in about three weeks."

Tutor: "So you can plan ahead pretty well. In order for the exam to be there when you're ready to write, you should request the exam about two weeks before you're ready. The exam can sit there for 10 days, but this way you can be sure it will be there when you want it. (Reflection plus disclosing experience).

Student: "I'll order it at the end of next week."

Tutor: "Great! What would be your feeling about touching base again before your exam?" (open question about direction).

Student: "I think it is a good idea, so that I could ask you any final questions".

Tutor: "So that would be helpful then? When would you like to call?" (reflect understanding of content plus direct question about direction).

Student: "Just before the exam."

Tutor: "That's fine. Can you call me on Thursday, the 23rd?" (direct question about direction).

Student: "Fine, I'll call then."

Tutor: "Great. Talk to you then, Marlene."

Student: "Thank you for calling."

Tutor: "Goodbye."

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SKILL MODULE 1:

Communicating Understanding of the Student's Perspective

I. LINKING EXPERIENCE

a. Hand out the definition/illustration (H4) and ask the participants to label what the tutor in the drawing did to facilitate her demonstration of understanding (communicate interest verbally, ask facilitative questions and reflect understanding).

b. Hand out the benefits diagram (H5) and ask participants to comment on each from their own experience either as a tutor or a student (i.e., which ones seem most beneficial).

c. Hand out the "how to do it" steps (H6) and describe each briefly.

II. DEMONSTRATION

a. Review the module steps (H3) and indicate that they are in stage 1 - familiarity.

b. The leader tells the participants that each of the skill behaviours will be explained, demonstrated and then the participants will be given an opportunity to formulate practice responses.

c. The leader tells the participants that the first skill behaviour to be demonstrated is "verbally communicating interest to the student."

1. The leader uses T-1 to define "verbally communicating interest." For example, verbally communicating interest is "the tutor's ability to verbally show that he or she is interested in the student as a person." Goal: To build a good relationship with the student.

2. The leader asks the participants for some specific examples as to how they would verbally communicate interest to their students.

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3. The leader summarizes the points made by the participants on a newsprint poster (or transparency) adding any of the following and shows T-2.

   a. Greeting the student by name, "Hi, John."

   b. Show consideration, "Is this a good time to talk?"

   c. Comment on verbal behaviour, "You must be feeling good."

   d. Initiating conversations around student and/or common interests (e.g., family, work, recreational activities).

4. The leader demonstrates verbally communicating interest.

   Tutor: "Hi, John, how are things going?"

   Student:"Oh, pretty good."

   Tutor: "I'm glad to hear it. How was your camping trip?"

   Student:"Oh it was great! We really enjoyed getting away from everything and just relaxing."

   Tutor: "You really sound refreshed."

   Student:"Yes, I am."

d. The leader tells the participants that the second skill behaviour of "Communicating Understanding of the Student's Perspective" is asking facilitative questions, (e.g. the tutor's ability to ask the students questions which elicit the required information and do not presuppose an answer). Show the definition using T-3.

   1. The leader uses T-4 to discuss the reasons/benefits and goals of question asking with the participants. For example: elicit additional information, guide learning, give students an opportunity to talk, find out the basic thinking process, check out the student's knowledge, focus students on specific information,

.../7

re-direct the student. An awareness of the goals is important because the goals allow you to choose the approriate type of question.

2. The leader describes the alternative types of questions using T-5: direct (e.g., "How long have you been working on this?") and open-ended (e.g., "Please describe what is going on?") These are facilitative. Direct questions tend to elicit one word answers; while open-ended questions tend to elicit student exploration of their feelings and reasons for their feelings. The leader makes the point that the participants should avoid leading questions that presuppose an answer (e.g., "Haven't you studied cases like this one before?") if they really want the student's perspective. The leader emphasizes the importance of limiting the use of direct questions to when the conversation needs direction or important information is needed.

3. The leader demonstrates a good open-ended question.

   Background: This is the second weekly phone call made during the start-up period. The tutor knows the student has the materials and is ready to start. The tutor has discussed with the student how things are going in general. The student then initiates the following comment.

   Student: "I really like the material but I am surprised at how out-of-practice I am at studying."

   Tutor: "Could you tell me about what parts of the studying are easy and what parts are hard?"

4. Discuss other ways the question could have been posed (e.g., please describe _____; What do you think about _____?).

5. Leader gives participants a set to write down an open-ended facilitative question to the following student expression. Tell participants this is the same student as above. Review the above dialogue and read this expression.

   Student: "It goes easy when I get to it, but I have a hard time making myself get to it."

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Tutor: (Example: "Why are you finding it so difficult to get to?")

6. Discuss answers and have the group give feedback as to whether the question meets the criteria of being open-ended and nonleading.

7. N.B.: Participants frequently have difficulty with this skill. As an aid to them, you may present the following guidelines which the participants can use to check their questions for "open-endedness".

   a. does it presuppose an answer? (i.e. is it leading or rhetorical?)

   b. can it be answered in one or two words?

   c. does it allow students to describe, explain or analyze the situation in terms of their own perspective.

It may be necessary to repeat Step 5 several times. Other examples may be drawn from the trainers' overview.

e. The leader tells the participants that the third skill behaviour of "Communicating Understanding of the Student's Perspective" is reflecting the student's verbal message.

1. The leader shows T-6 and defines reflecting (e.g., "the tutor's ability to communicate in his or her own words an understanding of the feeling and/or content expressed by the student").

2. The leader uses T-7 to tell the participants that they can communicate understanding about the student's feelings, student's content, or both the student's feelings and content. The leader reviews the list of alternative formats for the different types of responses on the transparency (e.g., "You feel _____."; "You're saying _____."; and "You feel _____ because _____.") and passes out H-6 "alternate formats". The leader makes the point that the goal is to be interchangeable or equivalent with the student's statement and behaviour. The leader stresses that these formats are helpful when you are first learning and using skills, but later when you are more skillful you can develop your own unique ways of saying the response. The

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leader can remind the students to be careful not to parrot or repeat verbatim the student's statements. Also, it is important to remember that reflections should be stated tentatively.

3. The leader makes the point that reflecting is simply a combining of what you have heard the student say and his/her tone of voice. The leader notes that from what the tutor learns, he or she can draw inferences about the student's feelings. The leader hands out and reviews the feeling vocabulary lists (H-7) and how to use it (T-8).

   HOW TO IDENTIFY STUDENT FEELINGS

   a. Listen to the student's verbal message.

   b. Repeat to yourself the important content and ask yourself, "How would I feel if (content) ?"

   c. Identify the appropriate feeling categories and the intensity (high, medium, low).

   d. Identify the appropriate feeling word.

   The leader gets input from the participants as to the most common student feelings. (See Appendix for list developed by previous tutors).

4. The leader explains that after the participants have identified the appropriate feeling word they can identify the reason for the feeling and complete the format: "You feel _____ because _____." The leader explains that to do this the tutor: 1) Summarizes the content; 2) Asks "How would I feel?" and 3) Puts the content and feeling together in his/her own words.

5. The leader demonstrates reflecting.

   Background: The student has had a credit assignment returned with comments and has called the tutor to talk about it.

   Student: "I was surprised at my grade. I thought I had done better."

.../10

Tutor: "You feel distressed because you didn't do as well as you thought?"

6. The leader asks participants to listen and formulate in writing a reflection to the following student expression.

   Background: The student signed-up to take an exam but didn't go. The tutor has called to find out what happened.

   Student: "I was going to go but I just got so nervous. My stomach got all knotted-up and I just felt sick."

   Reflect (Sample): "You feel bad because you got so nervous."

   - or -

   "You felt really panicky because of the exam."

7. N.B.: The leader asks several participants to share their responses and provides feedback on their responses (e.g., effective/ineffective parts and how to improve their responses).

8. The leader asks participants if they can think of any other formats using H-6a as a base to help them respond to both the feeling and the reason for the feeling. The leader lists these formats on the chalkboard or overhead projector.

9. The leader reads the next excerpts and has the participants share their practice responses to the content and feeling. The leader gives specific feedback to each response.

   Background: The student is working through a second credit of the course and has come across an exercise that causes her a lot of problems.

   Student: "I've worked and worked at this darn thing, but I just can't get it."

   Sample Reflection: "You feel frustrated because you're having such a hard time with it?"

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Background: The student has been enrolled in the course for about six weeks. He wrote the first assignment early but has not done anything for a month. When the tutor asks about this, the student says:

Student: "I've just been so busy. There always seems to be something else to do."

Sample Reflection: "You're feeling pressured because you're trying to juggle so many things?"

10. If more stimulus expressions are needed they can be drawn from the trainers' overview.

NOTE: THE LEADER MAKES CERTAIN THAT PARTICIPANTS INCORPORATE OBSERVATIONS OF NONVERBAL BEHAVIOUR INTO THEIR RESPONSES.

Examples:

Silence/pauses; tense voice
sighs;
laughs.

11. The leader reminds participants that the goal of reflecting is to communicate that you understand what the student said and how he/she feels about it. The leader makes the point that it is also effective as a a way to facilitate the student's self-exploration of a problem; reinforce student behaviour; check out your understanding of the student's perspective; and acknowledge a student's differing perspective. The leader reviews the helpful tips on how to formulate a reflection. For example, "Try to accurately capture the student's feeling, and then the reason for the feeling. It is helpful to restate the key content to yourself and ask yourself how you would feel if you were the student. Also thinking about different feeling categories such as angry or sad and feeling words of varying intensity within each category such as irritated and furious is helpful."

III. SMALL GROUP PRACTICE

A. The leader introduces the warm-up exercises in reflecting and points out that participants are now in Stage 2. (H-3).

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1. One participant states a real problem she/he has in the tutoring situation. Each other participant writes an interchangeable reflection. The participant with the problem or the leader gives feedback on the "interchangeability" of the reflection. The participant with the problem can also offer the reflection she/he feels is the best.

2. Follow the same procedure as in 1. above, except that participants speak rather than write their reflection of what the participant with the problem is saying.

B. The leader introduces the extended small group practice exercise. Stage 3. on H-3.

NOTE: BEFORE DOING THE EXERCISE VERBALLY, IT IS OFTEN HELPFUL FOR THE LEADER TO DEVELOP A WRITTEN DIALOGUE BASED ON PRACTICE PROGRAM #1 (H-8). (See Appendix for sample)

1. In the small group, one participant is selected to explore a real, current tutoring experience of his/her own (e.g. instructional difficulty such as sharing negative evaluations with student).

2. Another participant takes the role of tutor and communicates understanding of the other participant's perspective of the instructive situation by using the skill behaviours already presented (e.g., communicating interest, asking facilitative questions and reflecting). The leader gives the participants H-8 and the set to practice their reflecting skills using this program.

   a. Ask facilitative open-ended questions.

   b. Respond interchangeably to the feelings and reasons for feeling or just the content expressed.

   ABOUT:

   a. The situation or problem.

   b. The cause of the problem (the student's strengths and deficits).

   c. The direction (goals, steps, and follow-up) (See diagram)

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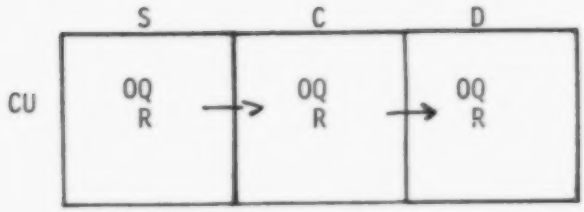


3. The remaining participants in the small group are given the set to:

   a. Check the "participant-tutor" by rating the accuracy (accurate/inaccurate) of each response using the checklist for "Communicating Understanding" (e.g., whether the response contains an accurate feeling word and accurate reason for the feeling);

   and/or

   b. Write their own response to each of the "participant-student" statements.

4. After each interchange, the "participant-tutor is given an opportunity to assess the accuracy of his or her response. Then the participants critique the "participant-tutor's use of the skills. Lastly, the leader shares his or her assessment and indicates how weaknesses could be improved.

5. The small group leader responds to the participant-tutor during the feedback process to model the skills they are learning.

6. N.B.: The small group leader summarizes the "participant-tutor's" skill performance and develops individual direction for him/her.

7. The participants in the group are given an opportunity to share their responses with the "participant-student". The leader and the "participant-student" give feedback on the accuracy of each reflection.

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8. A new pair of participants are selected and the practice is repeated. Practice in the small group is repeated until all the participants have had an opportunity to practice these skills at least once.

IV. SUMMARY AND TRANSITION

A. The leader conducts a review of the skills of getting the student's perspective. The leader asks the participants if they can add to the purposes of the skills on the Benefits handout. (H-5).

B. The leader responds to the participants' hard work in practicing the skill. The point is made that these skills are very useful for tutors. The leader introduces a discussion of when the participants will want to use these skills.

C. The leader asks the participants to relate how they would describe the skill of "getting the student's perspective" to an interested colleague back at their work setting. (This step is extremely important in understanding how well the trainees have understood the skills).

D. The leader tells the participants that getting the student's perspective is only a first step. It is also necessary to be able to present your perspective to a student. This is the remaining portion of the workshop. The leader reviews the workshop overview and shows the participants what has been completed and what will happen next.

SKILL MODULE 2:

Communicating Your Perspective to the Student

I. LINKING EXPERIENCE

A. Review the learning problem-solving model

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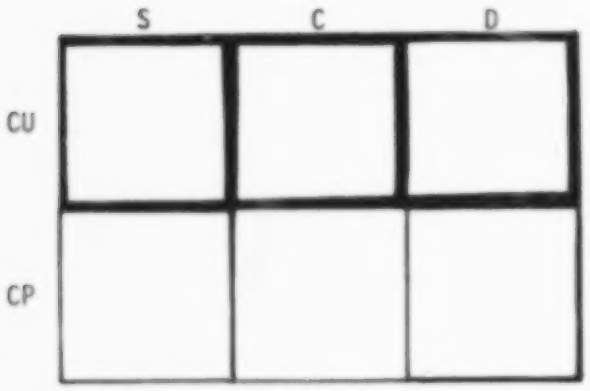


pointing out that the trainees have been learning the skills of communicating an understanding so far. Now they will take up the other equally important half of the learning/problem-solving model, communicating their perspective.

B. The leader hands out and reviews the definition of communicating your perspective (H-9). Have participants identify the key ingredients for each method.

C. The leader hands out and reviews the benefits. (H-10) Ask participants to comment on each from their own experience as a tutor or teacher.

D. The leader hands out the "how to do it" (H-11) and (H-12) steps, and describes each.

II. DEMONSTRATION

A. Review the module organization (H-3) and indicate that they are at Stage 1 - familiarity.

B. The leader tells participants that the skill behaviour will be explained, demonstrated and then participants will be given an opportunity to formulate practice responses.

C. The leader shows on transparency the key ingredients of communicating your own perspective including: (T-9. )

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1. When the perspective is shared; it is timely;

   a. It is perceived as needed by the student;
   b. It is close in time to the situation it was related to in the student's work.

2. What is shared; it is accurate.

3. How the perspective is shared:

   i. It is presented in a non-threatening manner;
   ii. It includes specific descriptions of behaviour.

D. The leader reads the dialogue demonstrating genuineness, description, experience-disclosure and confrontation methods of communicating your perspective to a student.

DEMONSTRATION DIALOGUE

N.B.: Assume communicating understanding is done already.

Background: The tutor is giving feedback over the telephone about an essay the student has written.

Tutor: "It is clear that you put a lot of effort into this essay and I appreciate that." (genuineness).

NOTE: FOR THIS AND FOR EACH SUCCEDING TUTOR STATEMENT, ASK PARTICIPANTS TO IDENTIFY THE TYPE OF RESPONSE PRESENTED.

Student: "Oh, thank you. I did work hard, but I had some trouble organizing my thoughts."

Tutor: "So organization was an issue. I agree that there was some problem there. More specifically, I noticed that you wrote about the main character in the novel, then wrote about the plot and then wrote more about the main character".(description).

Student: " I guess maybe I need to outline."

Tutor: "So you see what you need to do. I have found with myself that when I take the time to outline I present a more organized paper." (disclose experience).

Student: "O.K., I'll do that next time."

Tutor: "Just one more thing. I know that you were not pleased

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with the organization, but on the other hand, you did an excellent job of analyzing the main character. I particularly like the insights you had into the motives for the character's repeated failures (confrontation).

E. The leader reads the four following excerpts (as practice stimuli) for the different types of "communicating your perspective" responses (e.g., disclosure, description, genuineness, confrontation) and asks the participants to develop a practice perspective statement for each of the four segments. Ask participants to develop the kind of response indicated in the brackets. (Stage 2, H-3).

NOTE: A RESPONSE MAY CONTAIN MORE THAN ONE TYPE OF RESPONSE, E.G., GENUINENESS PLUS DESCRIPTION. FOR THIS EXERCISE JUST BE SURE THAT THE REQUIRED TYPE OF RESPONSE IS ATTENDED TO:

Background: This student is in his first course. He completed his first assignment within two weeks and did an excellent job on it. However, he has not done anything since that time. The reason is that he has not set up a study schedule and only studies "when the urge takes him". You have been discussing this situation for a few minutes when he says the following:

Student: " Do you really think I need to have a schedule?"

Tutor: (e.g.) Yes. It is my experience that students who have a schedule are much more likely to complete all the credits (disclose experience).

Student: "I guess if you do have a plan it does give you a guide to follow. I'll aim for completing the first credit in the next three weeks."

Tutor: (e.g.) "So you can see the reasoning for a plan. Your plan is missing some necessary details. You need to have the dates of approximately when you are to complete each unit and a specified time as to when you will study (description of what is needed)."

Student: "I'm still not sure how a schedule will work for me. I think I do my best work when I'm in the mood."

Tutor: (e.g.) "I really do think you did an outstanding job on the first assignment." (genuineness).

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Student: "So I wonder if I really should have a schedule."

Tutor: "(e.g.) On the one hand you do excellent work when you are in the mood, but on the other hand, that mood is not with you often enough to enable you to complete the course." (confrontation).

F. The leader elicits examples of the participants' perspectives and how they would share their perspectives. The leader and participants discuss the positive and negative aspects of the various parcicipant perspective statements (e.g., timely, nonthreatening, accurate).

G. The leader emphasizes that the tutor wants to share positive perspectives as often as negative perspectives.

NOTE: THE MAIN POINT OF THIS PERSPECTIVE-SHARING SKILL IS TO MAKE SURE THAT THE PERSPECTIVE BEING SHARED IS TIED TO THIS STUDENT AND THIS SITUATION. FOR THE MOST PART, IF A TUTOR'S PERSPECTIVE IS NOT BASED ON A CURRENT VERBAL MESSAGE, THE TUTOR MAY WANT TO CONSIDER IF AND HOW TO SHARE THAT PERSPECTIVE.

H. It is very likely that more stimulus statements will be necessary to develop the description and confrontation skills. The leader should have extra ones ready (see appendix and trainers overview).

III. SUMMARY AND TRANSITION

A. It is very impoortant for tutors to actively share their perspectives and integrate them with an understanding of the student's perspective. The leader again emphasizes the importance of communicating an understanding of the student's perspective. Usually it is important for a tutor to find out and acknowledge "where the student is" before formulating his or her own perspective.

B. The leader indicates that the participants now have practiced how to determine "where the student is" and have become more aware of how to present "where they are coming from." The leader points out that the question remains, "What to do with all the information?" In other words, the tutor will want to use these skills to help students improve their learning. That is the topic to be dealt with next.

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IV. LARGE GROUP DISCUSSION-APPLICATION (Putting it all together)

A. The leader initiates a discussion about the typical situations for which communicating understanding of the student's perspective and communicating your perspective are important. The leader lists the typical situations on the chalkboard. Check this list against the list of possible situations on T-10 and T-11.

B. The participants select the most common situation and work with the leader to outline a sample dialogue. The dialogue should be developed based on the communication goals in H-13.

C. The leader then passes out H-14, practice program 2, as the outline of the method to follow to reach the communication goals.

V. SMALL GROUP PRACTICE

A. In the small group, the participants can use the typical situations, previously generated. The leader reviews the program on the practice H-14 as an example of the skills being used together.

B. The leader arranges for the participants to use the practice program in a simulated tutoring interaction (Stage 4). The leader selects a participant to role-play a "student" and a participant to role-play a "tutor" in the most common situation.

N.B.1. IT IS OFTEN HELPFUL TO WORK WITH THE PARTICIPANTS IN THEIR SMALL GROUPS TO DEVELOP A WRITTEN DIALOGUE BEFORE VERBALLY ROLE-PLAYING THE SITUATION.

N.B.2. INDICATE TO PARTICIPANTS THEY DO NOT HAVE TO USE ALL 14 STEPS BUT SHOULD KEEP IN MIND THE GENERAL DIRECTION. E.G., DISCUSS THE SITUATION, THE REASONS FOR THE SITUATION, AND WHAT IS TO BE DONE TO IMPROVE OR MAINTAIN THE SITUATION. STRESS THE USE OF OPEN-ENDED QUESTIONS AND REFLECTING TO GET THE STUDENTS' PERSPECTIVE IN EACH AREA BEFORE SHARING YOUR PERSPECTIVE.

C. After each scenario, the participants practice getting and communicating understanding of the "participant-tutor's" perspective about his or her performance of the communication skills. The leader models the overall communication skills

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and feedback model.

VI. AUDIOTAPE PRACTICE AND REVIEW

A. The leader selects two tutors to role-play the complete use of the communication skills in typical tutoring situations.

B. The leader audiotapes the role-play scenario.

C. The leader plays back the taped scenario and uses the feedback model to critique and develop direction for the "participant-tutor" during the review of the tape.

D. The audiotaping and tape review are repeated giving all the participants an opportunity to be taped. The use of the skills in situations other than feedback situations (e.g., advisor-advisee interviews) can be practiced and taped if relevant for the participants.

VII. SUMMARY

A. The workshop leader responds to the participants' efforts and cooperation. The leader makes particular note of the skill growth that has occured as a result of their hard work.

B. The workshop leader gives the participants an opportunity to develop goals for using their skills in their tutoring settings. If participants do not use their skills in their tutoring settings, then the impact of the workshop will be diminished. Procedures for follow-up of the participants in order to assess the achievements of the goals specified, can be developed, and, if appropriate and feasible, implemented (e.g., review and feedback of audiotapes, discussion and implementation problems). The leader hands out the follow-up practice suggestions (H-15) to the participants.

C. The leader makes the following points about the Communication Skills Model:

1. The goal of tutoring is to help the students shape and refine their learning.

2. Research over the past fifteen years says that all effective teaching, and therefore all effective learning, fits the learner's perspective.

3. Further, goals are most effectively set within the context of the student's perspective.

D. The leader asks the participants to complete the Post-Workshop and End-of-Workshop Questionnaires.

# VERBALLY COMMUNICATE INTEREST=

## say things to show that you are paying attention to the student

# HOW TO VERBALLY COMMUNICATE INTEREST

## GREET STUDENT BY NAME

## SHOW CONSIDERATION

## COMMENT ON STUDENT'S VERBAL BEHAVIOR

## INITIATE CONVERSATION ABOUT STUDENT INTERESTS

ASKING FACILITATIVE QUESTIONS=ask students questions which elicit the required information and do not presuppose an answer.

# GOALS OF QUESTIONS

Elicit additional information

Guide learning

Give students opportunity to speak

Check out student knowledge

Focus student on specific information

Re-direct student

# TYPES OF QUESTIONS

**Direct Questions:** REQUIRE A ONE WORD ANSWER.

"How long have you been working on this?"

**Open-Ended Questions:** REQUIRE MORE THAN A ONE WORD ANSWER.

"Please describe why this happened?"

NOT

**Leading Questions:** PRESUPPOSE AN ANSWER.

"Haven't you studied cases like this one before?"

REFLECTING= USE OWN WORDS TO SHOW STUDENT YOU UNDERSTAND THE FEELINGS AND IMPORTANT CONTENT EXPRESSED.

# REFLECTING FORMATS

"You feel _____."

"You're saying _____."

"You reel _____ because _____."

# HOW TO IDENTIFY STUDENT FEELINGS

1. **LISTEN** TO THE STUDENT'S VERBAL MESSAGE
2. **REPEAT TO YOURSELF** THE IMPORTANT CONTENT AND
   **ASK YOURSELF** "HOW WOULD I FEEL IF (CONTENT)."
3. IDENTI ' THE APPROPRIATE FEELING **CATEGORY** AND
   **INTENSITY**
4. IDENTIFY THE APPROPRIATE FEELING WORD

# KEY INGREDIENTS OF COMMUNICATING YOUR PERSPECTIVE

IT'S TIMELY

IT'S ACCURATE

IT'S SPECIFIC

IT'S SAID IN A NON-THREATENING WAY

S-1

Transparency 3

## CONTENT RELATED SITUATIONS

1. Assisting the student who is not able to do something.
2. Working with a student to create a pacing mechanism.
3. Motivating the "off pace" student.
4. Encouraging the "on pace" student to maintain her/his pace.
5. Giving feedback to students on the telephone.
6. Handling a student's reaction to feedback given to others.
7. Helping the student apply her/his learnings to life.
8. Handling the student's reaction to the ideas she/he is learning.
9. Helping the student prepare for an exam.
10. Handling the student with a learning problem (e.g., poor reading, writing, abstracting).
11. Helping the student with the detailed information in how something is to be done (e.g., footnotes).
12. Providing written feedback to the student.
13. Orienting the student to the course content and materials.



Transparency 10

NON-CONTENT SITUATION

1. Non-arrival of materials, including exams.
2. Working with the student to plan future courses.
3. Handling personal problems presented.
4. Providing administrative information to the student about the university (e.g., refunds, suspension, extension).
5. Getting the student to initiate calls.



Transparency 11

# INGREDIENTS OF EFFECTIVE TEACHING

Handout 1

# A MODEL FOR COMMUNICATION SKILLS IN TUTORING

| COMMUNICATION GOALS | COMMUNICATION SKILLS | 1. EXPLORE THE STUDENT'S SITUATION | 2. IDENTIFY THE CAUSES | 3. DEVELOP A DIRECTION TO MAINTAIN OR IMPROVE IT |
|---|---|---|---|---|
| COMMUNICATE UNDERSTANDING OF THE STUDENT'S PERSPECTIVE | COMMUNICATE INTEREST<br>ASK FACILITATIVE QUESTIONS<br>REFLECT UNDERSTANDING. | | | |
| COMMUNICATE YOUR PERSPECTIVE | COMMUNICATE GENUINELY<br>DISCLOSE EXPERIENCE<br>DESCRIBE YOUR VIEW<br>CONFRONT CONSTRUCTIVELY | | | |



Handout 2

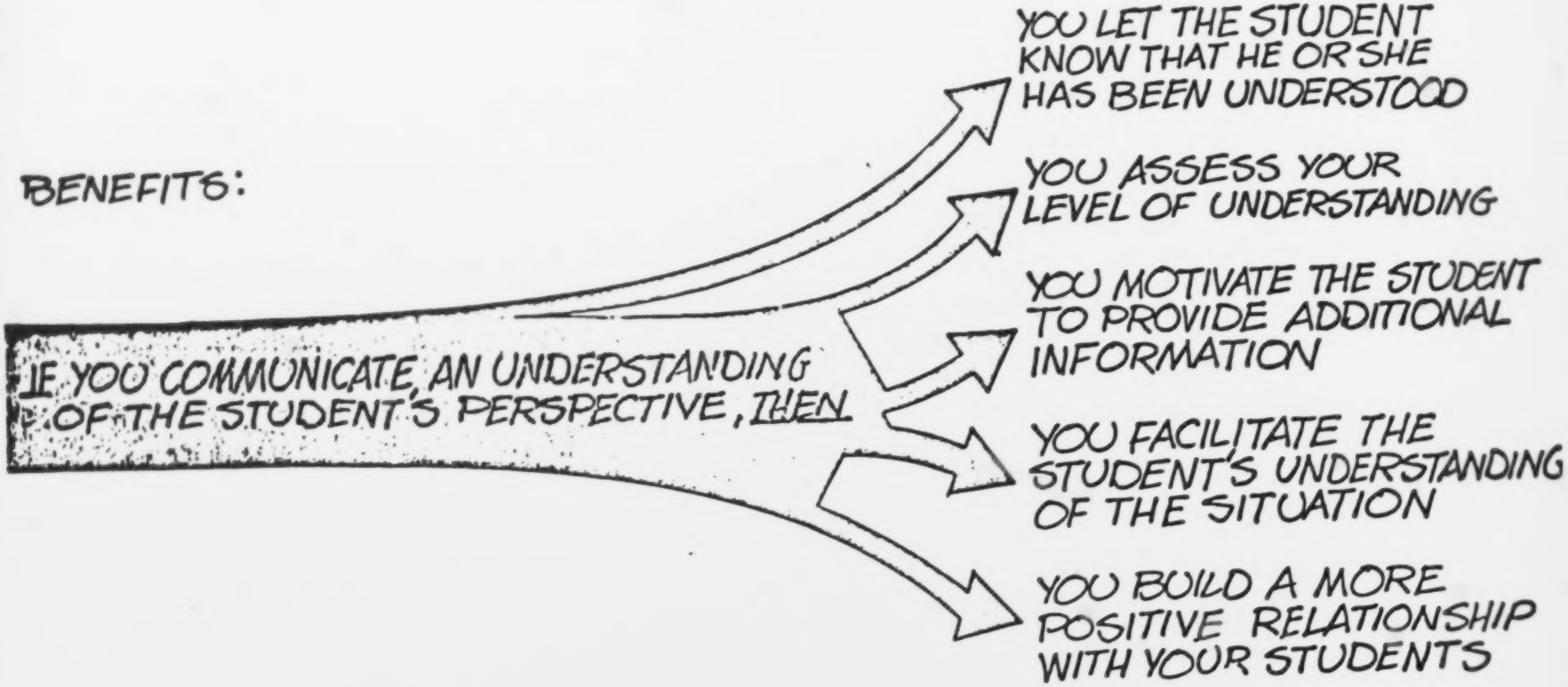
| WORKSHOP STEPS | | PARTICIPANT GOALS |
|---|---|---|
| INTRODUCE INDIVIDUAL SKILL<br>DEMONSTRATE INDIVIDUAL SKILL<br>PRACTICE INDIVIDUAL SKILL WITH STANDARD STUDENT EXPRESSIONS | 1 | FAMILIARITY WITH SKILL |
| PRACTICE USING INDIVIDUAL SKILLS WITH OTHER PARTICIPANTS | 2 | LEARN HOW TO DO SKILL |
| PRACTICE USING A COMBINATION OF SKILLS | 3 | LEARN HOW TO INTERGRATE A NUMBER OF SKILLS |
| PRACTICE USING SKILLS IN SIMULATED TUTORING SITUATIONS | 4 | LEARN HOW TO USE SKILLS IN TUTORING SITUATIONS |
| VIDEOTAPED PRACTICE AND PLAYBACK OF SKILLS BEING USED IN SIMULATED TUTORING SITUATIONS | 5 | OPPORTUNITY TO SELF-CRITIQUE USE OF SKILLS IN TUTORING SITUATIONS |

# COMMUNICATING AN UNDERSTANDING OF THE STUDENT'S PERSPECTIVE

DEFINITION: ABILITY TO DEMONSTRATE AN ACCURATE UNDERSTANDING OF THE STUDENT'S VIEWPOINT.

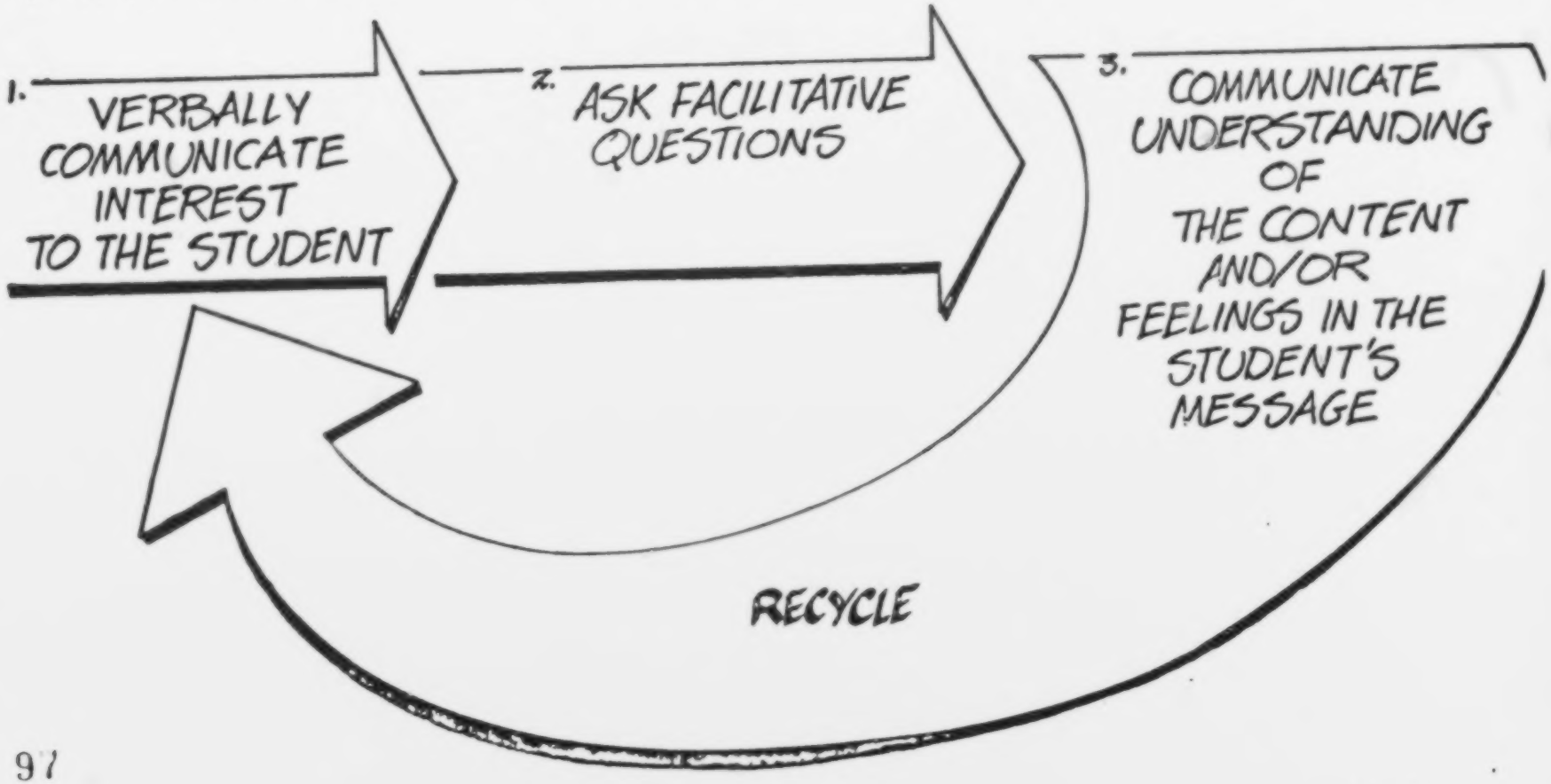
HOW ARE THINGS GOING?
OH REALLY WELL THANK YOU. I JUST GOT BACK FROM A TRIP THIS WEEKEND AND I REALLY FEEL GOOD.
I'M GLAD YOU HAD SUCH A GOOD TIME. WHERE ARE YOU IN THE MATERIALS NOW?
I'VE COVERED THREE MORE OF THE UNITS AND I REALLY AM FINDING IT INTERESTING.
YOU'RE FEELING GOOD ABOUT WHAT YOU'RE LEARNING AND ITS MOVING ALONG SMOOTHL
YES. I THINK I'LL BE READY TO TAKE MY EXAM IN A COUPLE OF WEEKS.

# COMMUNICATING AN UNDERSTANDING OF THE STUDENT'S PERSPECTIVE


BENEFITS:
IF YOU COMMUNICATE AN UNDERSTANDING OF THE STUDENT'S PERSPECTIVE, THEN
YOU LET THE STUDENT KNOW THAT HE OR SHE HAS BEEN UNDERSTOOD
YOU ASSESS YOUR LEVEL OF UNDERSTANDING
YOU MOTIVATE THE STUDENT TO PROVIDE ADDITIONAL INFORMATION
YOU FACILITATE THE STUDENT'S UNDERSTANDING OF THE SITUATION
YOU BUILD A MORE POSITIVE RELATIONSHIP WITH YOUR STUDENTS

# COMMUNICATING AN UNDERSTANDING OF THE STUDENT'S PERSPECTIVE

HOW TO DO IT:


1. VERBALLY COMMUNICATE INTEREST TO THE STUDENT
2. ASK FACILITATIVE QUESTIONS
3. COMMUNICATE UNDERSTANDING OF THE CONTENT AND/OR FEELINGS IN THE STUDENT'S MESSAGE
RECYCLE



Handout 6

ALTERNATE FORMATS FOR COMMUNICATING
AN UNDERSTANDING OF THE STUDENT'S PERSPECTIVE

Worksheet

Responding to Feeling or Content

a. You're saying (content).

b. You feel (feeling).

c. You feel (feeling word) because (reason for the feeling).

d. You're (feeling word) because (reason for the feeling).

e. _____.

f. _____, _____.

g. _____.

Asking Open-Ended Questions

a. What happended _____?

b. Please tell me more about _____.

c. Why do you think _____?

d. _____

e. _____

f. _____

# LIST OF FEELING WORDS

| | HAPPY | SAD | ANGRY | SCARED | CONFUSED | STRONG | WEAK |
|---|---|---|---|---|---|---|---|
| STRONG | Excited | Hopeless | Furious | Fearful | Bewildered | Potent | Overwhelmed |
| | Elated | Sorrowful | Seething | Panicky | Trapped | Super | Impotent |
| | Overjoyed | Depressed | Enraged | Afraid | Troubled | Powerful | Small |
| | Great | Lousy | Bruised | Frightened | Lost | Determined | Feeble |
| | Thrilled | Terrible | Livid | Terrified | Out of it | Solid | Fragile |
| | Wonderful | Critical | Mad | Alarmed | Dazed | Tough | Exhausted |
| MODERATE | Cheerful | Upset | Annoyed | Threatened | Disorganized | Energetic | Incapable |
| | Up | Lonely | Frustrated | Insecure | Mixed-up | Confident | Helpless |
| | Good | Down | Agitated | Uneasy | Up in the air | Capable | Embarrassed |
| | Proud | Hurt | Disgusted | Appalled | Doubtful | Firm | Tired |
| | Delighted | Disappointed | Fed up | Anxious | Disoriented | Able | Ineffectual |
| | | Distressed | Irritated | Stunned | | Together | |
| MILD | Glad | Sorry | Uptight | Timid | Bothered | Sure | Shaky |
| | Content | Lost | Dismayed | Unsure | Uncomfortable | Secure | Unsure |
| | Satisfied | Bad | Put out | Nervous | Undecided | Self-assured | Soft |
| | Fortunate | Glum | Miffed | Jumpy | Puzzled | Adequate | Wishy-washy |
| | Pleased | Apathetic | Provoked | Leery | Uncertain | Impactful | Inadequate |
| | Thankful | Timid | | Worried | Unsettled | | Powerless |



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# PRACTICE PROGRAM 1

## DO:

1. Ask Facilitative Open-Ended Questions
2. Respond interchangeably to the feelings and key content expressed ABOUT
   1. THE SITUATION OR PROBLEM
   2. THE REASONS FOR THE SITUATION OR PROBLEM
   3. THE DIRECTION (GOAL, STEPS AND FOLLOW-UP)

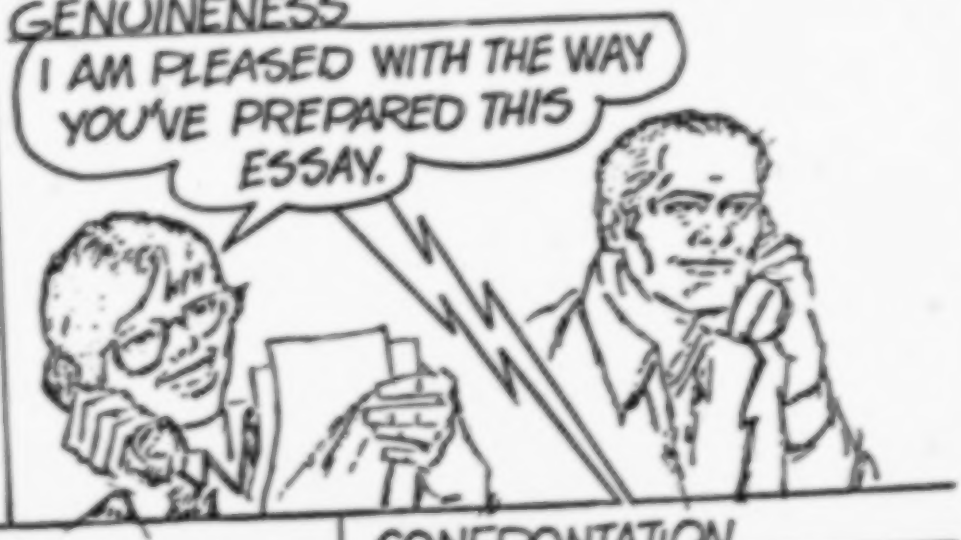
# COMMUNICATING YOUR PERSPECTIVE

DEFINITION: ABILITY TO CONSTRUCTIVELY SHARE YOUR VIEWPOINT WITH A STUDENT (SO THAT IT IS TIMELY, ACCURATE AND PRESENTED IN THE LEAST THREATENING MANNER).

BEHAVIORS:
1. GENUINENESS
2. EXPERIENCE-DISCLOSURE
3. DESCRIPTION
4. CONFRONTATION

TO SHARE YOUR PERSPECTIVE YOU CAN USE SEVERAL BEHAVIORS.

GENUINENESS



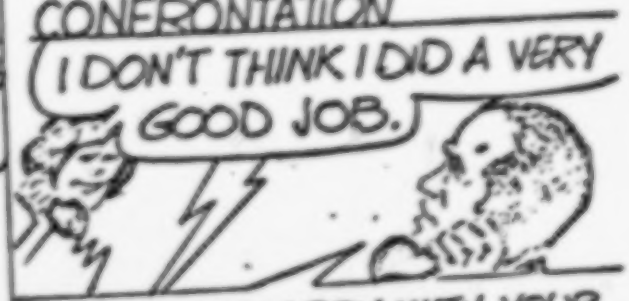

EXPERIENCE-DISCLOSURE

THIS PART OF THE UNIT IS REALLY TOUGH. A LOT OF STUDENTS HAVE HAD TROUBLE WITH IT.

DESCRIPTION

YOUR CONTRACT DATE INDICATES YOU ONLY HAVE A MONTH LEFT AND YOU STILL HAVE ALL OF CREDIT 3 TO COMPLETE.

CONFRONTATION

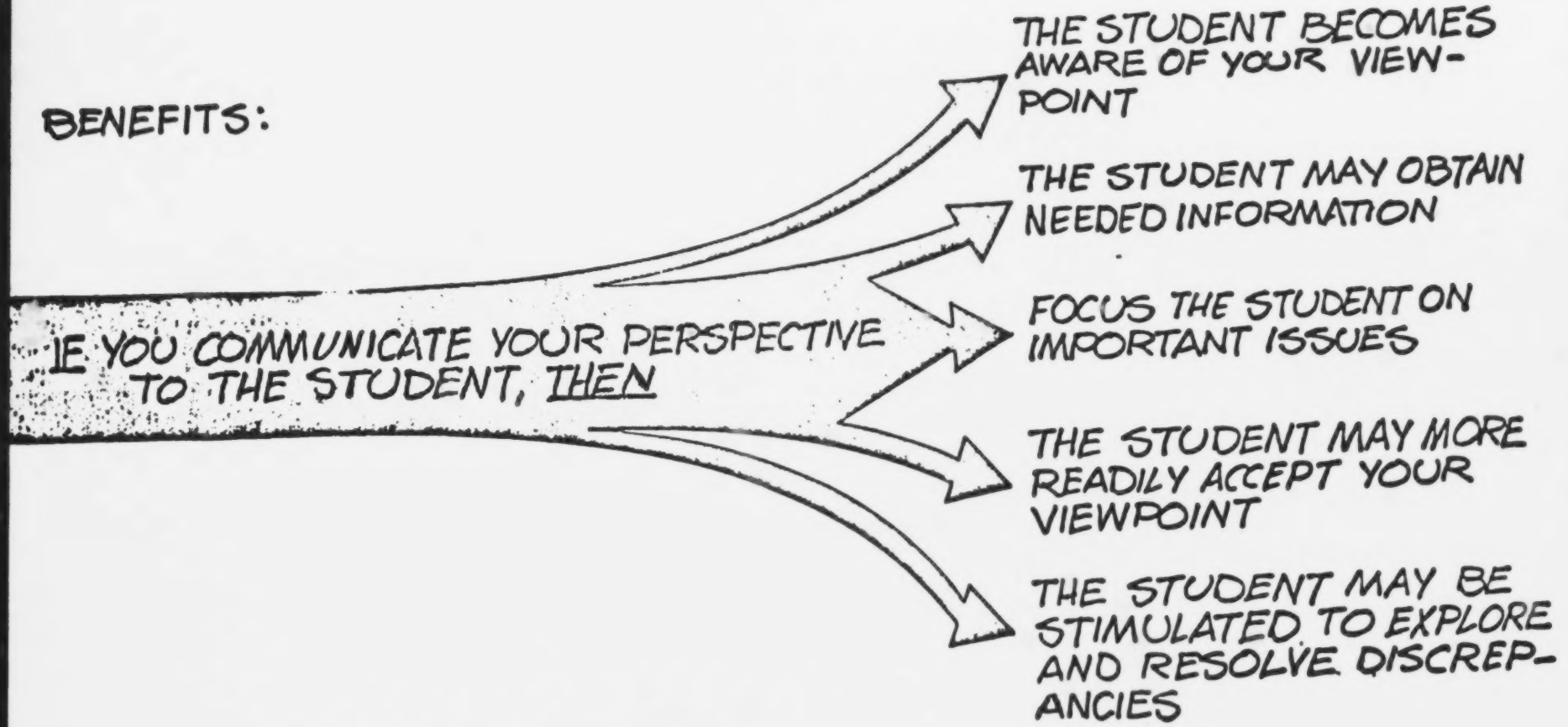



YOU'RE UNHAPPY WITH YOUR WORK. BUT I THINK THERE WERE SOME STRONG POINTS.

Handout 9

# COMMUNICATING YOUR PERSPECTIVE

BENEFITS:


IF YOU COMMUNICATE YOUR PERSPECTIVE TO THE STUDENT, THEN
THE STUDENT BECOMES AWARE OF YOUR VIEW-POINT
THE STUDENT MAY OBTAIN NEEDED INFORMATION
FOCUS THE STUDENT ON IMPORTANT ISSUES
THE STUDENT MAY MORE READILY ACCEPT YOUR VIEWPOINT
THE STUDENT MAY BE STIMULATED TO EXPLORE AND RESOLVE DISCREP-ANCIES

# COMMUNICATING YOUR PERSPECTIVE

## ALTERNATIVE WAYS TO DO IT:

| 1. GENUINENESS: | 2. DISCLOSE EXPERIENCE | 3. DESCRIPTION: | 4. CONFRONTATION: | |
|---|---|---|---|---|
| EXPRESSING YOUR FELLINGS ABOUT THE STUDENT AND/OR THE STUDENT'S WORK | + / OR SHARING OF YOUR PERSONAL EXPERIENCES AND ANY RELATED FEELINGS | + / OR OBJECTIVELY STATING WHAT YOU HAVE SEEN OR HEARD | + / OR IDENTIFYING THE DISCREPANCIES | = COMMUNICATING PERSPECTIVE |

## STATEMENT FORMATS FOR COMMUNICATING YOUR PERSPECTIVE TO THE STUDENT

Communicating Your Perspective

1. Genuineness
   A. I feel (feeling word) because (student performance).
2. Disclosure and Experience
   A. My experience with this is (describe own experience).
3. Description:
   A. It looks like while you did (describe strength behavior) well, you did not (describe deficient behavior).
   B. It seems to me that (behavioral description of student's strengths and deficiencies).
   C. Based on (verbal message), it seems to me that what is need is (goal).
4. Confrontation:
   A. You're saying (student's perspective) but I (tutor's perspective).
   B. On the one hand you're saying (student verbal message) on the other hand you seem to be doing (student's nonverbal message).
   C. On the one hand you say you want (student's stated goal) and on the other hand you (student's current situation).
5. Genuineness and Disclosure of Experience:
   A. I feel (feeling word) because (own experience)

6. Genuineness and Description:

   A. I feel (feeling word) because (behavioral description of student strength and/or deficiency).

7. _____

   _____

   _____

8. _____

   _____

   _____

## Communication Goals

1. Get student's overall description of the situation.
2. Get student's description of any other particulars relevant to situation.
3. If needed, add your own perspective in regard to the situation.
4. Get student's description of the reason(s) for the existing situation.
5. If needed, add your own perspective in regard to the reason(s) for the existing situation.
6. Get student's idea about future direction (goals, steps, timelines and follow-up).
7. If needed, add your own ideas about future direction.
8. Get the student's overall feelings at the close.

Handout 13

PRACTICE PROGRAM 2

I. 1. Ask an open-ended question to get the students' overall description of the situation (e.g.,

"How are you getting along with the material?")

2. Respond interchangeably to the students' reply (e.g.,

"You feel _____ because _____.")

II.3. Ask an open-ended question about any other particulars relevant to the situation (e.g.,

"Could you describe what you are working on at this point?")

4. Respond interchangeably to the students' reply (e.g.,

"You feel _____ because _____.")

5. Communicate your perspective about the situation using description, confrontation, disclosure of experience and/or genuiness.

6. Respond interchangeably to the student reaction to your perspective (e.g.,

"You feel _____ because _____.")

III. 7. Ask an open-ended question about the reason for the situation (e.g.,

"Why do you think you encountered this problem?")

8. Respond interchangeably to the students' reply, (e.g.,

"You feel _____ because _____.")

9. Communicate your perspective about the reason for the situation using description, confrontation, disclosure of experience and/or genuineness.

IV. 10. Ask an open-ended question about the direction of the student's future (e.g.,

"What are your plans for the next two weeks?")

11. Respond interchangeably to the students' reply, (e.g.,

"You feel _____ because _____.")

12. Communicate your perspective about the direction for improving the work using description, self-disclosure, confrontation and genuineness.

V. 13. As an open-ended question about the students' feelings at the closing (e.g.,

"How do you feel about going to the next unit?")

14. Respond interchangeably to the students' reply, (e.g.,

"You feel _____ because _____.")

## Follow-Up Practice Suggestions

1. Write a description of a common tutoring situation involving a student that could be improved by using one or more of the communication skills. Formulate sample alternative responses for that situation.
2. Try using one or more of the communication skills with a student in a tutoring situation. Afterwards, record what happened (summarize the situation), describe your use of the communication skill (what you said), describe the results of your use of the skill (the effect on the student's verbal and nonverbal behavior), and how you would use the skill in the future (ways to improve skill utilization).
3. Audiotape your use of the communication skills in a real or simulated interaction with a student or colleague. Alone or with the student or colleague, playback the tape and use practice program 2 to review your skill performance. If desired, send the tape to the workshop leaders who will review the tape and share with you their critique of skill strengths and deficiencies and suggestions for future improvement in skill performance.

COMMUNICATION SKILLS WORKSHOP

Pre-Workshop Questionnaire

Name _____ Date _____

1. List and describe what you would do to communicate to a student about his or her performance in a course.

2. Imagine you are calling a student who is preparing for an exam, the student has already failed his first exam.

   A. Please write down, word-for-word, a question you might ask to get the student's perspective concerning his exam preparation.

28. The student then says to you: "Well, last time I got fouled-up because I didn't understand Unit 4. This time I'll make sure I do before I send for the exam".

Please write down exactly what you would say to show you understand the student's perspective concerning his preparation.

2C. The student has described his preparation plans. Because of prior experience with the student, you think these plans are inadequate because he has not identified any details of how he will master Unit 4. Thus, your perspective differs from the student's perspective.

Please write down, word-for-word, what you would say to the student when sharing your perspective, concerning his preparation plans. USE AS MANY DIFFERENT WAYS AS YOU CAN TO CONSTRUCTIVELY SHARE YOUR PERSPECTIVE.

COMMUNICATION SKILLS WORKSHOP

Post-Workshop Questionnaire

Name _____ Date _____

1. List and describe what you would do to communicate to a student about her performance in a course.

2. Imagine you have called a student who has been in the course about 6 weeks. The student wrote the first assignment early but hasn't sent in any assignments for a month.

   A. Please write down, word-for-word, a question you might ask to get the student's perspective concerning her pacing.

2B. The student then says to you: "I've just been so busy. There always seems to be something coming along and interfering with my working on the course".

Please write down exactly what you would say to show you understand the student's perspective concerning her pacing.

2C. The student has described her reason (i.e., things just coming up that interfere). You feel that the student must develop a regular work routine if she is to complete the course. Thus, your perspective differs from the student's perspective.

Please write down, word-for-word, what you would say to the student when sharing your perspective concerning her approach to scheduling. USE AS MANY DIFFERENT WAYS AS YOU CAN TO CONSTRUCTIVELY SHARE YOUR PERSPECTIVE.

COMMUNICATION SKILLS WORKSHOP

End-of-Workshop Participant Questionnaire

Name _____

PART I: This section of the questionnaire refers to the entire workshop.

1. Please indicate your belief about the importance of using each of the communication skills listed below with students. Use the rating scale. Circle the appropriate rating that describes your belief prior to attending this workshop and now (after attending this workshop).

RATING SCALE:

1 = Not Important
2 = Somewhat Important
3 = Important
4 = Very Important

| SKILLS LIST | BEFORE WORKSHOP | AFTER WORKSHOP |
|---|---|---|
| The ability to communicate interest to the student. | 1 2 3 4 | 1 2 3 4 |
| The ability to ask facilitative questions | 1 2 3 4 | 1 2 3 4 |
| The ability to communicate, in one's own words, an accurate understanding of content and/or feelings expressed in the student's verbal and nonverbal message. | 1 2 3 4 | 1 2 3 4 |
| The ability to use description, disclosure of experience, genuineness and confrontation when sharing your perspective about a situation with a student. | 1 2 3 4 | 1 2 3 4 |

Please add your own comments about the importance of using these communication skills in tutoring: _____

_____

_____

3. How helpful do you feel the skills taught during the workshop will be to you in your tutoring? (Circle One)

   a. Not at all helpful

   b. A little helpful

   c. Helpful

   d. Very helpful

   Comments: _____

   _____

   _____

   _____

   _____

   _____

4. Overall, how would you rate the entire workshop experience? (Circle One)

   a. Poor

   b. Fair

   c. Good

   d. Very good

   e. Excellent

5. Please complete the following sentences as thoroughly as you can:

   a. My overall evaluation of the entire workshop is that it _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

b. I feel that the most worthwhile portion of the workshop was _____

c. I feel that the least worthwhile portion of the workshop was _____

d. Probably the best thing to do to improve the workshop would be to __

6. Listed below are severl aspects of the workshop experience. Please indicate the extent to which you were satisfield with each of the features. Use this rating scale.

RATING SCALE:

1 = Poor
2 = Fair
3 = Good
4 = Very good
5 = Excellent
N/A = Not Applicable

Circle the appropriate rating.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| a. | Workshop presentations | 1 | 2 | 3 | 4 | 5 | N/A |
| b. | Workshop small group practice experiences. | 1 | 2 | 3 | 4 | 5 | N/A |
| c. | The workshop leader's presentation of curriculum. | 1 | 2 | 3 | 4 | 5 | N/A |
| d. | The workshop leaders ability to receive feedback about the usefulness and possible modificaitons of the workshop program. | 1 | 2 | 3 | 4 | 5 | N/A |
| e. | Workshop organization and planning. | 1 | 2 | 3 | 4 | 5 | N/A |
| f. | Workshop facilities. | 1 | 2 | 3 | 4 | 5 | N/A |

Comments: _____

_____

_____

_____

_____

_____

_____

THANK YOU FOR YOUR COOPERATION

Tutor: How is your introduction to the Renaissance coming? Is that taking up a great deal of time?

Student: Well a fair amount but I (pause) like the last two weeks I haven't been working on that, I handed my first assignment for the first units and I did fairly well, he didn't give me the exact (pause) he said it was a 70 plus type paper. It was another essay-type question. Oh no pardon me, it wasn't an essay, it was a series of six questions, written in a similar manner as this course.

Tutor: mm hmm

Student: So I did fairly well on that, you know, but I hadn't got back to it since I wanted to finish off the first year this year and then go back to it.

Tutor: Well yes, we talked about how you would sort of switch around between the two, a few weeks on one, a few weeks on the other.

Student: Yeah - I prefer to do it that way.

Tutor: Are you concerned about the length of time that its going to take to do this course with the answer to questions and so on.

Student: Yeah. Well I though I would sort of try to do the first few and then see how long it took me and then if it takes too long then I'd have to either (pause) my problem is that I am not devoting the time I should be, I'm basically spending an hour after work and then coming home at night, maybe say one or two hours say every second or third night and I used to be in the habit of going like from seven to eleven two nights a week.

Tutor: Well it is Christmas and its a very busy time of year for us.

Student: Yeah (laugh) You can always think of a good excuse for not doing it. I had worked on a schedule basis and I'm not quite sticking to my schedule.

Tutor: Well you have until the end of April as a completion date for this course. Is that realistic to your mind?

Student: I haven't told you that I've got one more course to take. I'm taking a computer course. I'm just finishing the fifth of the five courses. I have just enrolled in that and that starts off in January so I'm not sure what I'm doing now (pause) three at one time is getting a little bit much.

Tutor: With a family and all its very difficult.

Student: My wife threatened to kill me (laughter). What I might do, if I have to, if I was going to drop or extend well I'd probably take the Renaissance, extend that one, just because its got six units to it. And try to finish off the three in this program or finish this program by April as well as the computer course.

Tutor: Well you have a number of alternatives open to you here. Has the other tutor suggested, or mentioned to you, the suspension procedure?

Student: Actually I have only talked to him once or twice and I told him I was working on your course this month, sort of thing, so he said he would give me a call after Christmas. We more or less left it at that.

Tutor: Well, the university being the way it is, everyone understands how people for instance may go on holidays or something like might come open in their own line of work, they are unable to spend time on the course and that might work against them in terms of the completion date so the university has a procedure called suspension and it has a negative connotation to it. Basically all you do is send a letter to your tutor requesting a suspension in the course for any amount of time, usually up to six months.

Student: Oh I see

Tutor: And then the university just takes you off the list of active students for that period of time.

Student: Right

Tutor: And at the end of that period you are entered again as an active student.

Student: Oh I see

Tutor: So, in effect, its just marking time and there is no penalty. You will have a change in your contract date but you still have a full six months for a three credit course and 12 months for a six credit course.

Student: Oh I see. Well what I'd like to do is get through this full unit and then figure how much time I spent on it and see how good my marks are from the (pause) you know, from the self test and the other stuff I have to hand in plus the one I'm handing in to you tomorrow.

Tutor: Um hmm

Student: And if I do well and appear to have the time then I'll try to slug it out. Taking three at one time might be a little tough.

Tutor: Well working full time on top of it all and then n/a family I think you'll find you're getting very busy.

Student: Yeah, perhaps so, but I would like to finish this one off, the first year at least, which I more than likely will finish by the end of December, I feel I can, you know.

Tutor: Well, I'll send you my tutoring hours for the Christmas holidays so feel free to call if I can help you in anyway.

Situation

T--Clear you've put a lot of effort into this essay. I appreciate it.

S--Oh, thank you. I did work hard.

T--I'd like to discuss the ~~production~~ evaluation. As you can see from my comments you did an excellent job of analyzing the main character, but I wrote you about her, ~~you~~ ~~then~~ about the plot and then you went back to the main character which made it confusing.

S--Yeah. I had trouble organizing my thoughts.

Cause

T--Could you tell me why you presented it that way?

S--Well, I couldn't make certain things about the character clear until I defined the context in which the character existed. So after I got started analyzing his weaknesses, I thought I couldn't explain his motives without telling the story.

T--So you couldn't see any other way to present it? I think I understand the problem. While you knew what you wanted to say, I don't think you're clear on the steps in developing an essay.

I maybe go on to develop steps as review.

Ask D ~~about~~ to review these.

Direction

T--Now you know what the problem is with this essay. If you had to write it over, what would you do differently?

S--Maybe I could give a sypnopsis of the story before I begin on the character analysis.

T--Yes, that sounds good. In terms of your outline, you would

1. Provide synopsis of story making points of character description, setting, and theme.
2. Analyze main character.
   a)
   b)
   c)

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9.-- What are some good questions coordinators feel tutors should ask?

From tutors.

10. What are the most common feelings students experience when carrying out their assignments?

| AFRAID | HAPPY | CONFUSED | SAD | ANGRY |
|---|---|---|---|---|
| scared | elated | surprised | disappointed | insulted |
| overwhelmed | good | hurt | | hostile |
| distraugt | excited | bewildered | | resistant |
| embarrassed | pleased | isolation | | |
| inferior | happy | uncertained | | |
| threatened | challenged | | | |
| insecure | satisfied | | | |
| fear | joy | | | |
| worry | grateful | | | |
| anxious | determined | | | |
| frustrated | confidence | | | |
| guilty | interest | | | |
| afraid | | | | |
| unsure | | | | |
| nervous | | | | |
| underconfident | | | | |

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REVIEW

Handout 8

| | Sit | Cause/ Reasons | Direction |
|---|---|---|---|
| CU | . OQ<br>. Refl. | . OQ<br>. Refl. | - OQ<br>- Refl. |
| | | | |

T--How doing in studies?

S--Fine. I've begun Unit 8. No problem with unit 7, but I don't understand the difference between theme and plot.

T--So you're confused about the distinction. Can you tell me how you see them?

S--I don't think I can tell you anything. I know the definition of theme is _____ and plot is the story. But when I try to describe plot and theme they end up sounding the same.

T--As you see it, there is a lot of overlap?

S--Yeah.

T--I think I could help you more if you could read me an example of yours. Do you have one?

S--Yes. Just a minute . . . (S reads)

T--Jane, I think you're confused on just one aspect. You did (strength) very well.

Descriptions exercises

V Background-discussing study plan. Student states plan.

S--I'll aim for completing the first credit in the next three weeks.

T--

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## ANNOTATED BIBLIOGRAPHY FOR TUTORS

### Introduction

The following annotated bibliography briefly reviews about two dozen articles and books on teaching distance education, tutoring, and adult education. The prescence of one of three aspects qualified an article for inclusion: 1) research as support for the efficacy of interpersonal skills training for teachers and tutors; 2) an example of an existing program of tutor training; 3) suggestions, techniques, or analyses of tutoring, etc., that might be of interest to AU tutors. While any book or article had a lot to say, I have extracted only that which pertains to tutoring or interpersonal skills.

### Tutoring Adult Learners At A Distance:


Bååth, John, A., and Wangdahl, Agneta, The Tutor as an Agent of Motivation in Correspondence Education.

This article examines the correspondence education literature regarding the tutor's function and his/her importance. The conclusions are that although correspondence institutions highly value student-tutor dialogue, their practices appear inconsistent in that there is a definite lack of training programs developed to facilitate tutors' establishment of dialogue practices.

Baird, Marcia, "Designing Teleconferencing Programs: Some Clues From the Wisconsin Experience, " The Status of the Telephone in Education, Second Annual International Communications Conference, Lorne Parker and Betsy Riccomini, 1976.

The article cites research on adult learner characteristics and details the kinds of programs Wisconsin Extension has developed to maximize learning over the telephone. Specifically, they say; 1) that since active student participation is essential, good questioning skills are needed; and 2) that rephrasing a student's statement should take place before any other form of oral feedback. There are many other examples.

Flinck, R., Correspondence Education Combined With Systematic Telephone Tutoring, Hermod, 1978.

The book examines a research project with the aim of stuyding how two-way communication in correspondence education can be improved. Achievement study time and student opinion were dependent variables of presence or absence of telephone tutorials. The research design included only tutor initiated contact. The results are complex. Another aspect of the study included a content analysis of the phone calls.

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Knowles, Malcolm, Self-Directed Learning: A Guide for Learners and Teachers.

This book is designed as a resource to aid the process of becoming or developing self-directed learners. The subject is approached from both a teacher's and learner's perspective. The section on the teacher's role focusses on climate setting and the teacher's role as facilitator. The latter area includes teaching skills, instructional design skills, and communication skills. Learning Resource E is an example of "relationship building" skills.

Lamacraft, K.R., 1975, Distance Education--Its dialactics and the Preparation of its Teachers, in Ljosa, E., Ed., 1975, pp. 42 - 57.

Reviews the necessary qualification for teaching adults at a distance and discusses the lack of existing training programs both pre and in-service. Lamacraft goes on to outline a course for content area experts who wish to teach at a distance. Some of the knowledge and skills he deems important are: philosophy and objectives of distance education, educational psychology, the adult learner, communication skills, and telephone tutoring skills. There are many more.

McLagan, Patricia, A., Helping Others Learn: Designing Programs for Adults.

This book is in workbook design and covers: 1) motivation; 2) information processing; 3) learning results; and 4) learning applications and transfer.

The motivation section addresses some skills (p.14) of the "teacher" and some activities to engage in. Information processing discusses how learning takes place in adults.

Redmond, Michael, "Aspects of Adult Learning," Teaching at a Distance, No. 8, 1977.

This article is geared toward the need for counselling services, but also outlines some characteristics of adult learners. For example they:

- frequently enroll with the idea that success will enhance self-concept,
- often enroll at time in life when they are in a situation of change (e.g. new baby, marriage, divorce, problems).

Scheffknecht, J.J., The Tutor. Introductory Considerations Concerning Tutor Training, Part I, Council of Europe, Strasbourg, 1975.

The study is part of a larger project on adult education in Europe. Presented are an overview of current training practices, and an outline program for tutor training. The outline includes subject matter analysis, learning situations, goals, cognitive dominant practices, affective dominant practices, teacher-pupil relationship, assessment and others.

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## Tutoring In General

Maxwell, Martha, Improving Student Learning Skills--Chapter Three, Creating Tutoring Services.

This chapter is a comprehensive look at what tutoring is, why it is necessary, who needs it, who wants it, how to select, train, and evaluate volunteers and paid tutors, and how to integrate the tutoring function into the entire learning situation. Improving interpersonal effectiveness is addressed at length in pages 77 - 83, and research on tutoring is covered in pages 94 - 102.

Maxwell, Martha, Improving Student Learning Skills--Appendix "C"--Difficult Tutoring Situations.

Points out the importance of the interpersonal dimension during tutoring especially in difficult situations by contrasting dysfunctional styles a tutor might employ with more functional styles.

Robin, Arthur, L., and Donald A. Cook, "Training Proctors for Personalized Instruction," Teaching of Psychology.

Describes a system of training proctors in the PSI model. The critical attributes of the training procedure are: 1) role playing and discussion during training; 2) observational code for correct proctoring behaviour; and 3) feedback on actual performance.

Roueche, J.E., and Snow, J.J. Overcoming Learning Problems, Jossey and Bass, 1977.

The book provides a synthesis of a survey of existing college and university remedial programs. The authors note that tutoring and peer tutoring are widespread and that training practices vary. They go on to note that "tutors who are trained in study skill techniques, teaching techniques, and special self-concept development strategies contribute to successful programs". P. 96.

Rauch, S.J. Handbook for the Volunteer Tutor, International Reading Association, 1969.

Fairly specific to tutoring reading to low achieving university students. Chapter two is devoted to the importance of the tutor-student relationship.

Robin, Arthur, L., "Proctor Training: Snapshots, Reflections, and Suggestions," Journal of Personalized Instruction.

The amount of proctor training required in any of four areas is related to depth of responsibility assumed by the proctor. The four areas are: 1) quiz evaluation, 2) tutoring, 3) social facilitation, 4) administrative assistance. The author delineates skills within these areas. The social facilitation skills are

similar to the communicating understanding skills in our tutor training program.

Weidenman, Leslie, "Effective Proctoring", Spring, 1977, unpublished paper.

This paper treats procedures and guidelines useful in procotoring effectively for PSI (Personalized System of Instruction). Many tasks are the same or similar to AU tutoring. The paper contains many useful ideas on feedback strategies.

## Tips on Tutoring

Teaching for the Open University.

This is a description of the roles of part-time staff at the Open University. Chapters two and four are relevant to course tutors and give many examples of written communication to students.

Gibbs, Graham, and Nicola Durbridge, "Characteristics of Open University Tutors (part I)" Teaching at a Distance, No. 6, June, 1976.

The article is a discussion with examples of different behaviours and styles of successful tutors versus unsuccessful tutors with an eye to extracting desirable characteristics. The outstanding feature of the analysis of tutor characteristics was termed personal style accounting for 42% of student comments. This term includes traits such as interesting, systematic, understanding, Informed and flexible. With 19% of statements on understanding, this category was by far the largest.

Gibbs, Graham, and Nicola Durbridge, "Characteristics of Open University Tutors (part II) Teaching at a Distance, No. 7, 1976.

The article presents good and bad examples of each category of tutor characteristics. It is a very interesting article with some useful suggestions for 1) structuring written and oral comments as feedback; and 2) stimulating discussion.

McKenzie and Kenneth, "Student Reactions to Tutor Comments on TMA," Teaching at a Distance, No. 5, May '76.

Focusses on the teaching value and the difficulties of creating useful comments--as singled out by students on a questionnaire. Again, useful as examples of what students find helpful.

Napell, S. "Six Common Non-facilitating Teaching Behaviors," Berkeley: Reported in Maxwell, M., Improving Student Learning Skills, Jossey Bass, 1977 (ND) p. 78.

Some of the six behaviours which adversely affect student learning

are: insufficient wait time after asking a question; the rapid reward (saying "right" immediately terminates thinking), the programmed answer (a series of questions that reveal the expected answer), non-specific feedback questions (e.g. OK? Do you understand?), and one-word-answer questions.

One goal of our training is to help tutors learn alternative question-asking strategies.

For those interested in the background of communication skills in teaching, the area is generally indexed as Humanizing Education. See especially the works of Aspy, Coombs, Rogers, Carkhuff, Berenson, and Gordon. These practitioners have done extensive research into the what, why, and how of effective teaching and helping.

Aspy, D.N., Toward a Technology for Humanizing Education, Champaign, Illinois, Research Press, 1972.

Useful for understanding the research base for the facilitative interpersonal dimensions in education. Contains introductions to Flanders Interaction Analysis and Bloom's cognitive processes as well as empathy, congruence and regard of the Carkhuff Mode. Concludes that teachers with high levels of interpersonal skills have students who achieve more.

Aspy, D.N., and F.N. Roebuck, Kids Don't Learn From People They Don't Like, H.R.D. Press, 1978.

Summarizes over 15 years of research on the effects of interpersonal skills upon student achievement. Details the results of the National Consortium's training and research efforts involving over 10,000 students and 500 teachers and principals. Identifies the differential effects of training in Bloom, Flanders, Carkhuff skills. Concludes with the latest teacher training skills models and their implications on the future of teacher education.

Berenson, S.R., Carkhuff, R.R., Berenson, D.H., and Pierce, R.M., The Do's and Don'ts of Teaching, Amherst, Massachusetts, Human Resource Development Press, 1977.

Useful for pre-service and in-service teachers. Lays out the interpersonal skills of teaching and their effect in the most basic form. Concludes that effective teachers apply skills that facilitate their learners' involvement in learning.

Carkhuff, R.R., and Pierce, R.M., Teacher as Person, Washington, D.C., National Education Association, 1976.

Useful for teachers interested in ameliorating the effects of sexism and racism. Includes modules and applications of interpersonal skills in the school. Concludes that behaviours teachers practice influence what the student achieves.

Gordon, Thomas, T.E.T.: Teacher Effectiveness Training, New York, New American Library, 1976.

A step-by-step presentation of the T.E.T. philosophy and the specific skills teachers need to encourage responsibility in students. Rich in examples and case histories illustrating the new methods.

Holt, John, How Children Fail, New York, Dell, 1964.

A teacher provides a penetrating analysis of what teachers and classes do to children to make them fail--even children who get good grades. Shows effects of evaluation. Shows how schools make children bored, afraid and confused. Parents, as well as teachers, will find this book fascinating.

Jourard, Sidney, M., The Transparent Self, New York, D. Van Nostrand, 1962.

Offers the hypothesis that man can be healthier, more fully-functioning and more helpful to others if he gains courage to be his real self with others. Concealing our feelings and thoughts prevents intimate relationships and brings on emotional sickness.

Maslow, Abraham, Toward a Psychology of Being, New York, D. Van Nostrand, 1962.

Excellent presentation of a positive and optimistic philosophy that people have an urge to grow and to actualize their potential and that this tendency is facilitated when they are accepted as they are.

Rogers, Carl, R., On Becoming a Person, Boston, Houghton Mifflin, 1963.

A collection of Rogers' papers, most of them unpublished, covering his thinking about therapy, education, the self, the healthy individual, the helping relationship, etc. Useful to parents wanting to understand the broader implications of client-centered therapy and to capture the essence of Rogers as a person.

Flanders, N.A., Some Relationships between Teacher Influence, Pupil Attitudes and Achievement, in Biddlee and Ellena (eds.) (1964), 196 - 231.

Discusses the effect of the teacher's indirect behaviour (accepting ideas and feelings, praising, asking questions) on student behaviour. It has been found that students take more initiative in their learning under indirect teacher influence.

The following entries are not annotated because I couldn't locate them in our library or the University of Alberta's. They seem to address the topic and their inclusion is to let you know that there is quite a lot of activity in the field of tutoring.

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Beitler, L., Martin, I., "Tutorial Assistance in College Programs" in P.L. Nacke, Program and Practice for College Reading, Twenty-Second Yearbook of National Reading Conference, Vol. 2, 1973.

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